MINUTES OF THE DEVELOPMENT
COMMITTEE
OF THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON

JANUARY, 1990

Minutes of the

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

1990 01 04

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BUSINESS ARISING OUT OF THE MINUTES:

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NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 01 04

Present: Mr. B. Allen (Chairman), Trustees Deans, Johnston, Patenaude Barker and Clarke.

Not Present: Trustees Kennedy and A. Stewart.

Also Present: Trustees Bishop, Cunningham, Detwiler, Korz, Mulholland, Penner, Rogers, R. Stewart and Van Horne.

Officials Present: A. Stockwell (Associate Director of Education)
B. Sinclair (Superintendent of Human Resources)
P. Shewfelt (Superintendent of Finance and Treasurer)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3
P. Gillie (Superintendent of Schools - Area 4)
D. Rothwell (Superintendent of Schools - Area 5)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special Services)

Mr. Allen called the meeting to order, wished the members a Happy New Year and asked for confirmation of the minutes of the last regular meeting of 1989 12 07.

Moved by Mrs. Deans:

That the minutes of the last regular meeting of 1989 12 07 be approved as presented to the members. CARRIED

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989"

Mr. Stockwell gave a brief overview of the recommendations relative to the Race Relations Policy. He noted that the draft of the Working Paper "Towards Race Relations and Ethnocultural Equity" was approved in principle in December, 1989 and that it was agreed to refer back the Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989" for tonight's meeting to deal with the general and specific recommendations. Mr. Stockwell then called on Mr. Steve Barrs, Values Education Consultant, to assist in the review of the recommendations.

Mr. Barrs informed the members that the Race Relations Planning Committee grouped the general and specific recommendations into four categories; namely, A. Policy Development (#G1, #S2, #S3, #S4, #S5, #S6, #S7), B. Inservice Training/Staff Development (#G2, #S1), C.

Program & Services (#G3, #G6, #G7), and D. Employment Practices (#G4, #G5, #G8).

Mr. Barrs emphasized that by approving these recommendations, the Planning Committee would be finishing the review phase, and thus allowing the committee to initiate the development phase. He added that even if a wide range of opinions was gathered from the various sectors surveyed, it would be the direction of the Ministry of Education that the committee would follow.

Mr. Barrs noted that under A. Policy Development, revisions approved last month on Recommendation #S2 are reflected. On Recommendation #S3, he requested that Clauses (a) and (b) be deleted. On Recommendation #S6, Mr. Barrs stated that funding was received last year from the Ministry of Culture and the committee is still using those funds.

Canon Rogers expressed his appreciation for the hard work and efforts of the Race Relations Planning Committee.

Moved by Canon Rogers:

That the following recommendations under A. Policy Development on Race Relations Policy: A Review "Towards Race Relations and Ethnocultural Equity, A Working Paper, April, 1989" be approved:

#G1 That the development and implementation of a Race Relations and Ethnocultural Equity Policy be integrated into the overall strategic plan of the Hamilton Board of Education and coordinated within the Board's organizational structure involving the Trustees, Board Committees, Senior Management, all Areas, Departments and School Staffs.

#S2a That the April, 1989 draft version of the working paper entitled "Towards Race Relations and Ethnocultural Equity", be revised based on input received from Education Centre staff, school staffs, individual employees, students, and community.

#S2b That revisions to the working paper take into account existing Hamilton Board of Education policies and practices, Race Relations policies of other Boards of Education within the province of Ontario and Ontario Ministry of Education documents related to Race Relations and Ethnocultural Equity.

#S3a That when the Board has approved the working paper as a policy in principle, the Superintendent responsible for each component and representatives from principal associations, teacher federations, unions and other employee associations work in conjunction with the Race Relations Planning Committee through the Values Education Department in order to develop procedures, practices and sanctions for each

component, delineating roles and responsibilities.

#S3b That Education Centre departments and school staffs begin to develop plans for pilot testing in principle with assistance from the Race Relations Planning Committee through the Values Education Department.

#S4a That an update on the development of the race relations and ethnocultural equity working paper be shared with all staff, students and the community.

#S4b That this update take the form of a brochure summarizing the key ideas of the working paper.

#S4c That the brochure be accompanied by a letter from the Director reiterating the importance of Race Relations and Ethnocultural Equity Policy development and delineating future initiatives in this process.

#S5a That a glossary be developed which will assist the reader in understanding the Race Relations and Ethnocultural Equity Policy.

#S5b That key terms which are essential to the understanding of the policy be included within the context of the policy. Other terms which help to clarify and/or enrich understanding of the policy be included in a glossary which is attached to the policy.

#S6a That long-term planning be developed by the Board's Development Committee to ensure successful policy development and implementation and within this planning, provision be made for appropriating system funds for this task.

#S6b That a plan be devised for securing outside funding from government bodies and other potential sources who have an interest and a commitment to race relations and ethnocultural equity.

#S7a That Trustees, the Director, the Associate Director, Superintendents of Schools and Education Centre department Superintendents who are responsible for organizational change take the lead in achieving race relations and ethnocultural equity.

#S7b That Trustees and Senior Management communicate their commitment and support to employees, clearly stating that race relations and ethnocultural equity is a high priority within the system in order that staff may recognize the need for change and take the necessary steps to achieve it.

#S7c That in order to enhance support and commitment for Race Relations and Ethnocultural Equity Policy development and implementation, Trustees and Senior Administration continue to involve all staff, students, community groups and interested individuals.

#S7d That Trustees and Senior Administration

-evaluate and make devisions about recommendations presented in this review
-where appropriate, integrate recommendations into on-going priorities
-estimate resource requirements and budget accordingly
-prepare action plans and time frames for the short, medium and long terms
-implement action plans and regularly share information on Board, departmental and school initiatives
-review progress and adjust where appropriate
-facilitate Race Relations and Ethnocultural Equity Policy development and implementation by engaging in long-term needs assessment and planning of programs and services, and
- model appropriate behaviour consistent with the intent of the document.

Mrs. Van Horne commented on the recommendation of the committee to provide an update in the form of a brochure summarizing the key ideas of the working paper. She said that this is a positive move and hoped that this brochure would be updated frequently and widely circulated.

Mrs. Bishop requested further clarification on Recommendation #S2.

Mr. Barrs briefly summarized that as early as 1986, the Board of Education for the City of Hamilton made a commitment to develop a Race Relations and Ethnocultural Equity Policy and that a working paper was drafted on this issue. He continued that in April, 1989, a questionnaire package on Race Relations and Ethnocultural Equity (which included the working paper) was sent out to various groups in the community to gather feedback. The input obtained was evaluated and recommendations were made for changes to the working paper. He further stated that the December, 1989 draft of the working paper "Towards Race Relations and Ethnocultural Equity" was presented to the Board's Development Committee on 1989 12 07 and was approved in principle.

Mrs. Deans inquired if the terminology in the glossary, which is recommended to be developed, would be included in the proposed brochure.

Mr. Barrs responded that, at this stage, he was not sure but the Race Relations Planning Committee would discuss this.

The motion was put to a vote and was <u>CARRIED</u>.

At this point, the recommendations under B. Inservice Training/Staff Development were reviewed.

Mr. Barrs emphasized that inservice training is essential and is an on-going process.

Mrs. Deans asked for clarification of Recommendation #S1f which dealt with appropriation for the inservice training plans.

Mr. Barrs explained that the Planning Committee would be submitting a budget and that no costing is available at this time. He also added that, possibly, these inservice training plans would involve growing costs.

Miss Detwiler noted that the working paper presented is a very large document with a great deal of information. She inquired if the 200 new personnel hired by the Board would undergo inservice training and, if so, she felt this would involve on-going costs.

Mr. Stockwell responded that no such inservice was done for the new staff as the document is still in the planning stages but he confirmed that this would be done in the future as part of the Board's orientation because this is one program the Board intends to develop more fully. He further stated that people at various levels within the Board should be considered for this training.

Mrs. Van Horne confirmed her understanding that as of this time, the method and extent of how the inservice is to be handled has not been finalized as yet. She asked for clarification on positions of responsibility.

Mr. Barrs replied that anyone aspiring for a position of responsibility should be attuned to the Race Relations policy not only with their particular role but in the broader context.

Mrs. Van Horne said that, in her opinion, understanding of the Race Relations Policy should be made mandatory for all people in positions of responsibility and she added that this is more so in the classrooms, particularly the teaching staff. She concluded that the policy, to be effective, should be made mandatory across the system.

Mr. Barrs agreed with Mrs. Van Horne although he said that, at present, there are more specific needs in certain positions than in others.

Mrs. Deans asked if a package on Race Relations will be distributed to the Board's new employees to which Mr. Barrs responded that the Affirmative Action Co-ordinator (Ms. Linda Sproule-Jones) recently distributed such a package.

Mrs. Deans commented that it might take a while to change the existing attitudes on race relations.

Mr. Stockwell stated that Mrs. Deans had a good point and he reminded the members that the Board is still

developing a policy (review, development and finally implementation) and this could take on-going work for a longer time. He stressed that he hoped people would not have the impression that the Board will bring in a document, approve it and consider the job done.

Mrs. Clarke commented that the Race Relations policy development is something that evolved within the system and, as such, refining the policy would take a considerable amount of time. She cautioned that problems might result if the Board would try to impose rules right away without proper consideration of the various issues involved. Mrs. Clarke then asked if the teacher colleges consider the impact of the Race Relations issue on education.

Mr. Allen responded that the Board was currently praised for leading in this issue. At present, the Province is not moving at the rate that the Board has. He added that a recent conference on Multi-Cultural Equity stressed race relations to be one of the most important issues at hand.

Mr. Barrs noted that there is a university which offers courses on race relations. He concluded that there is definitely an awareness on the issue but that it is still a growing awareness.

Moved by Dr. Johnston:

That the following recommendations on Race Relations Policy under B. Inservice Training/Staff Development be approved with the proposed amendments:

#G2a That employees receive appropriate training necessary to understand racial, ethnic, cultural and religious differences.

#G2b That staff development be an on-going priority throughout the Race Relations and Ethnocultural Equity Policy development and implementation process.

#S1a That staff receive training in cultural awareness and race relations to develop a competence in dealing with racial, ethnic, cultural, religious and linguistic factors that can affect the suitability and effectiveness of program and service delivery.

That #S1b and #S1c be combined to read as follows and that #S1c to #S1g be re-numbered as a result of the amendment:

#S1b That all employees be required to receive on-going, in-depth race relations and intercultural communications awareness training appropriate to the needs of the position that they hold.

#S1c That it be mandatory for employees seeking positions of responsibility to be involved in race relations and ethnocultural equity training.

#S1d That on-going opportunities for staff inservice be made available to all employees.

#S1e That appropriate funds be set aside for such inservice training and inservice training plans developed and implemented by the Staff Development department, Area offices, school and department staffs in conjunction with the Race Relations Planning Committee through the Values Education Department.

#S1f That these inservice plans be developed and implemented as soon as possible in order to assist in policy development and in preparing staff for change.

CARRIED

The Race Relations policy recommendations under C. Program & Services were then reviewed.

Mrs. Bishop observed that the committee did not state the designation of responsibilities for the recommendations under Program & Services.

Mr. Barrs explained that all the recommendations under this group would refer back to Recommendation #G1 of Policy Development. These recommendations would be designated to the appropriate superintendents.

Mrs. Bishop reiterated that there should be a clear statement of responsibilities. She said that some of the recommendations could be designated in the manner suggested by Mr. Barrs but Recommendations #G3 and #G7 should be designated to specific superintendents.

Mr. Barrs acknowledged Mrs. Bishop's suggestion and assured her that if the recommendations are approved, the Race Relations Planning Committee will decide whose responsibility these fall under and report their recommendations to the Development Committee.

Mr. R. Stewart inquired if these recommendations have a separate budget.

Mr. Barrs confirmed that the Director would submit a budget. He added that since this is the development phase, there would be no definite budget information as yet.

Mr. Korz thought that in Recommendation #G6, the term "minorities" would be limiting and suggested changing the word to "groups".

Moved by Canon Rogers:

That the following recommendations on Race Relations Policy under C. Program & Services be approved:

#G3a That racial, cultural, religious and linguistic differences among students in Hamilton be taken into account in the planning and delivery of programs and services.

#G3b That steps be taken to assess gaps in delivery of programs and services.

#G3c That educational programs and services be better targeted to meet the needs of Hamilton's diverse communities.

#G6 That the Board of Education for the City of Hamilton take steps to ensure consultation with racial, ethnic, cultural and religious groups in the community.

#G7a That Board publications reflect the racial, ethnic, cultural and religious diversity of Hamilton.

#G7b That the need for translated materials be assessed.

#G7c That interpretation and translation services be made available where appropriate.

CARRIED

The recommendations on Race Relations policy under the grouping D. Employment Practices were reviewed.

Mrs. Deans expressed her agreement with the recommendations on the Race Relations Policy embodied in the category on Employment Practices.

Moved by Mrs. Deans:

That the following recommendations on Race Relations Policy under D. Employment Practices be approved:

#G4 That the Board's employment equity program (Affirmative Action Program) continue to emphasize the removal of barriers which overtly or subtly prohibit the hiring of minorities.

#G5 That commitment be made to equal opportunity and non-discriminatory practices in hiring new staff and appointing employees to positions of responsibility.

#G8a That the Board of Education for the City of Hamilton adopt all the necessary measures to advertise itself as an equal opportunity employer.

#G8b That the Board of Education for the City of Hamilton adopt a contract compliance program with suppliers or outside contractors which ensures that the intent of the Race Relations and Ethnocultural Equity Policy is practised.

Dr. Johnston suggested that the words "by such businesses" be added to Recommendation #G8b to improve

clarity of the implementation.

Miss Detwiler noted that the word "practiced" should be spelled "practised" in Recommendation #G8b.

Mr. Stewart requested clarification on "contract compliance program" as reflected in Recommendation #G8b.

Mr. Barrs referred the inquiry to Mr. Sinclair, Superintendent of Human Resources, and Dr. Johnston.

Mr. Sinclair stated that he could not comment on this unless definition is given to "contract compliance program".

Dr. Johnston, on the other hand, stated he could not speak on behalf of the Board but noted that the City of Hamilton has such a clause whereby the lowest bid would not be accepted if the firm has a policy of Race Relations which is not compatible with the intent of their Race Relations and Ethnocultural Policy.

Mr. Stewart expressed concern on how the Board could determine if a company is discriminatory and whether the Board could face legal action by rejecting a low bid on those grounds. He suggested referring the motion back to the committee for further clarification.

Mrs. Bishop was opposed to referring the motion back reasoning that the committee is just giving general policy guidelines to officials at this time. She added that it is not the Board's business to get into the writing of operation procedures. She did not wish to see this recommendation delayed.

Mrs. Deans was also opposed to the referral suggestion and cited this as the most important clause in the whole policy. Stating we should be setting an example, she said that we should not be hiring or awarding a contract to a company which is openly discriminating against a group.

Mr. Korz pointed out that while this would be a difficult thing to police, he would support an amendment in order to clarify the intent. He also did not want to see public funds paid to any group or company that is discriminating.

Mr. Stewart asked if there is a council or a group, perhaps the Better Business Bureau, which looks into firms which are discriminatory. Mr. Allen stated that he was not sure this would be part of its mandate.

When Mrs. Van Horne asked how the Toronto polices its policy, Mr. Allen said that they have an "employment equity officer" who determines whether a company has fair employment practices.

Mrs. Van Horne commented that it is essential for the Board to write something, relative to the race relations issue, which it could really carry through as well as

provide a means to follow through.

Miss Cunningham wondered if there is now a person in the Board who could look into this. She said there are so many variables involved with this issue that clause G8b might be premature at this time adding that this may look good only in print. She, therefore, would also support a motion to refer Recommendation #G8b back to the committee for clarification.

After further discussion by the members, it was moved by Mr. Stewart:

That the following recommendation be referred to the officials for a definition of "contract compliance program" with a report back to the Development Committee for clarification:

#G8b That the Board of Education for the City of Hamilton adopt a contract compliance program with suppliers or outside contractors which ensures that the intent of the Race Relations and Ethnocultural Equity Policy is practised by such businesses.

CARRIED

Mr. Korz mentioned receiving feedback from his constituents - parents, students and some people in the minority groups - expressing concerns about potential tokenism and reverse discrimination resulting from the race relations issue. He stressed that his main apprehension was that it might be the perception that individuals from the minority groups were hired because of their color, not qualifications, and, as such, these minority groups may be the target of racial hatred. He warned that, with these perceptions, the Board's proposed Race Relations Policy may provoke racism.

Mr. Korz' remarks created negative reactions from some of the members.

Dr. Johnston commented that the only alternative to Mr. Korz' concern would be to refrain from appointing any person from the minority groups, but he emphasized that the Board would never adopt such a measure and that, as a Board, it would show no bias to anyone. Dr. Johnston added that he hoped Mr. Korz would communicate this message to the people approaching him.

Miss Cunningham remarked that the Board should continue focusing on qualifications in its hiring process and should look at all minorities, not just specific ones. She further said that the Board should project the fact that it is trying to achieve an equal distribution of opportunities to those who live in our community.

Mr. Korz then apologized for the tension created by his earlier statements.

The motion, as amended, was put to a vote and was CARRIED.

OPSBA UPDATE

Mrs. Van Horne drew the members' attention to a Trustee Development Conference with the theme "School Boards Meet the Challenge". The conference, scheduled for 1990 01 18-20 at the Downtown Holiday Inn, Toronto, would feature Mr. David Schatsky, a well-known CBC broadcaster, as guest speaker. She added that the registration deadline is 1990 01 05 and that she would leave the registration details with the Board's Information Section for members who might be interested in attending the conference.

Mrs. Van Horne mentioned that the recent issues of the OPSBA newsletter, Fast Reports, contained some good articles, key among them are the current bills and levies being passed by the Ministry of Education.

ELEMENTARY/SECONDARY

NEW BUSINESS:

Report from Officials re Pilot Senior Kindergarten Program for an Inner City School, Robert Land, 1990-94

Mr. Stockwell provided the members with a brief background for this Pilot Senior Kindergarten Program proposed for Robert Land. He then called on Mmes. Nancy Nicholls, Superintendent of Schools - Area Two; Gail Rappolt, Assistant Superintendent of Curriculum; and Diane Rawsthorn, Co-ordinator - Primary Junior, to present the proposal in detail.

Ms. Nicholls explained the goal of the Pilot Program and discussed in detail the indicators of success in the Pilot program as embodied in the proposal presented. She stressed that the proposed pilot program is timely and in keeping with the emphasis on literacy. She added that the pilot may be considered as one way of enhancing early education which is in line with the Ministry of Education's directives.

Ms. Rawsthorn then talked on the Components of the pilot program and explained the factors which made Robert Land the appropriate site for the program. She also referred to the research findings from the Toronto Inner City Program on full-day kindergarten. It is felt that gains can be made during the kindergarten year by increasing school time. She also made mention that the Writing to Read program would be more effective in the proposed program.

Ms. Rappolt expounded on the evaluation process of the project. She stressed that to gain a sound evaluation of the pilot program, solid data, which is both quantitative

and qualitative, must be gathered. She emphasized that it would take at least two years to obtain preliminary findings and about four years to make key conclusions from the program. Ms. Rappolt believed that this would be the year to begin investigation of the program and that the only risk she could think of would be the implications of not going through with this pilot program. Ms. Rappolt concluded her explanation by going through the six recommendations on the pilot program presented for approval.

Mr. Stewart expressed his agreement with the proposed pilot program.

Moved by Mr. Stewart:

That the following recommendations regarding the Pilot Senior Kindergarten Program for an Inter City School, Robert Land, be approved:

1. That the 4-year Pilot Senior Kindergarten Program for Robert Land School be approved in principle.

2. That the project involve the integration of the Senior Kindergarten and Grade One classrooms.

3. That each classroom have a full-time teacher and a full-time educational assistant.

4. That lunchroom supervision for the Senior Kindergarten students be provided in a separate area.

5. That a kindergarten counter unit with sink be added to the one existing grade one class at Robert Land School that does not have this equipment.

6. That permission be granted to investigate acquiring funding through ministry or other grants, and research help from colleges and universities who would be interested in the pilot as a research project.

Mrs. Van Horne stated that she would support the recommendations and commended the original people who initiated the proposal years ago - C. McKague, former Superintendent of Curriculum, Principal G. Birch and Supervisor B. Howard for their foresight. She expressed her pleasure with the proposed program as this would deal with a child's most exciting phase in childhood and would help to eliminate "grading" little children. She wondered if the Toronto program would become mandatory.

Ms. Nicholls said that at this time she did not have any feedback and believed that this would still be "in the books".

Mrs. Van Horne requested clarification on Recommendation #2.

Ms. Nicholls explained that this recommendation pertained to increasing the number of students who remain within the class without withdrawal for special help or a special program.

Mrs. Van Horne requested an explanation on the need for a full-time teacher and a full-time educational assistant.

Ms. Nicholls replied that these positions would be necessary because the program is a pilot.

Mrs. Van Horne suggested that Recommendation #4 should state "students in the pilot program" instead of "Senior Kindergarten students" for clarity.

Ms. Rappolt responded that the recommendation referred specifically to Senior Kindergarten students because it would have to be determined how the lunch supervision would work and how the kindergarten children would react as this would be the first time the senior kindergarten children would stay for lunch. Ms. Rappolt also pointed out that Recommendation #1 did state "in principle" as there are some aspects of the operation of the program of which they are unsure and will have to be attended to as the pilot progresses.

Mrs. Van Horne reiterated that the amendment she proposed be in place.

Mrs. Deans inquired about the school hours the pilot program would entail and whether the children would have enough rest periods.

Ms. Rawsthorn assured Mrs. Deans that the day is structured to allow quiet times and active times.

Ms. Nicholls added that the program co-ordinators had discussed the implications, the possible problems that might arise in class hour scheduling and that appropriate measures would be adopted.

Miss Detwiler expressed concerns that the envisioned enthusiasm from the pilot program might put the Board in an uncompromising situation, particularly the pressures which may come from parents to expand the program. She cautioned this may lead to costly results for the Board. She wondered if this kind of program is now a legislation or just a proposal from the Ministry of Education.

Mr. Stockwell informed her that this program could be regarded as just a direction which the Ministry is advocating.

Miss Detwiler emphasized that the Board should look closely into this proposed program before making any commitment.

Mrs. Bishop mentioned that an all-day kindergarten program is in existence for the hearing impaired. She

noted that it would be a good idea to involve the parents, perhaps as volunteers, to provide a better understanding of the program. She supported the all-day kindergarten concept and particularly the combining with the grade ones.

Mrs. Bishop stated a concern that it would take four years to completely evaluate the program noting that child care facilities are being incorporated into new school facilities and she saw a potential for creating the wrong kind of facilities if another direction is imminent.

Ms. Rappolt pointed out that we need to be exploring and measuring a number of possibilities in this area and said she did not see this program being instituted in every school building or area of the city. She emphasized that this program is not instead of child care as one has not been proven to be better than the other. The community and the physical facilities of a school have to be considered.

Miss Cunningham expressed her concerns which is focused on the transient children in this school and whether the group intends to track these students throughout their school career.

Ms. Rappolt assured Miss Cunningham that all these concerns would be taken into consideration in the long-term study of the pilot program.

Miss Cunningham, while seeing this as an exciting and interesting program, suggested we heed Miss Detwiler's comments.

Dr. Johnston commented that the proposed program would be beneficial not only for the compensatory children but to others. Thus, he could forsee the rapid expansion of this pilot. He inquired if the Ministry would increase the grants because of the pilot program.

Mr. Shewfelt responded that at the present time, there is no mention of such an increase in grants for such a program.

Canon Rogers suggested that lunchroom facilities should also be given attention because he believed that providing proper meals for children is basic to effective education. He also suggested that the officials determine what programs are no longer needed to give way for other more beneficial and exciting ones.

Mr. Korz inquired if parents in this neighbourhood were eager to participate in their children's education.

Ms. Rappolt said she could not give a definite answer to that query but noted that there were certainly some parents who were involved with the school's programs. Mr. Korz further asked if the transportation issue was

taken into account in the pilot program.

Mr. Stockwell clarified that the Board would not be advocating any change in the current practice. As a regular procedure, transportation would be provided only for special education students and emphasized that an expectation which could not be met should not be initiated.

Mr. Korz expressed his agreement with Miss Detwiler's concerns and advised that the Board should carefully weigh the commitment that it intends to give on the pilot program.

Mr. Stockwell stated that the support for the proposal has been gratifying. He emphasized that the officials came to the meeting to request permission for a pilot program. He acknowledged that all the concerns of the members are reasonable, particularly the possible pressures from parents to expand the program, the school hours scheduling and, importantly, the financial implications of the proposal. He reiterated that it is not the aim of the Board to replicate the program initiated in Toronto but rather the proposed program would be geared to meet the needs of our City, i.e., a program designed to meet our own needs.

Mr. Stockwell proposed, for clarity, to make some changes on the structure of Recommendation #1 to read as follows:

That the 4-year Pilot Senior Kindergarten Program for Robert Land School be approved for implementation in September 1990 subject to the appropriate funding in the 1990 budget.

Mr. Stewart agreed to the suggested change.

The motion was put to a vote and was CARRIED.

Miss Cunningham made an inquiry as to the possibility of getting a list of the programs which are not mandated by the Ministry and suggested this be taken up at the next Operations Management Committee meeting. She added that her concern was on the adding of various programs without eliminating some.

Mr. Allen stated that it is within the responsibility of the Development Committee to "encourage regular evaluation in order to stop, start or continue a program". As such, a report, as Miss Cunningham was suggesting, would come back to this committee.

Mrs. Clarke suggested this issue should be discussed at the Chairs' meeting.

Mr. Stewart asked whether it would be appropriate to include this issue as part of the budget considerations.

Mr. Allen clarified that this issue is geared more on evaluation and the review not on the budget aspect. He

supported Mrs. Clarke's earlier directive to bring the issue to the Chairs meeting.

Dr. Johnston added that, while zero-based budgeting has been considered a number of years ago and found to be inappropriate, it may be time to seriously examine this concept again.

Mrs. Bishop reminded the members that the Board should focus on how it could spend its funds effectively. She expressed her concern for the delivery of the Board's programs in a cost effective manner.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

rvr

Towards Race Relations And Ethnocultural Equity

Recommendations
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FEBRUARY, 1990

Minutes

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 02 01

Present: Mr. B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker and A. Stewart.

Not Present: Trustee Clarke.

Also Present: Trustees Bishop, Desmarais, Detwiler, Hicks, Korz, Mulholland and Paquin.

Officials Present:
K. Rielly, Director of Education and Secretary
A. Stockwell, Associate Director of Education
P. Beveridge, Superintendent of Curriculum, Special and Educational Services
P. Shewfelt, Superintendent of Finance and Treasurer
R. Kawai, Superintendent of Information Management Services
N. Nicholls, Superintendent of Schools - Area Two
R. Binns, Superintendent of Schools - Area Three
P. Gillie, Superintendent of Schools - Area Four
D. Rothwell, Superintendent of Schools - Area Five
R. Lavoie, Superintendent of Schools - French as a First Language
G. Rappolt, Assistant Superintendent of Curriculum
J. Yurkiw, Assistant Superintendent of Special Services

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last meeting of 1990 01 04.

Moved by Mr. Kennedy:

That the minutes of the 1990 01 04 meeting be approved as presented. CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Progress Report - Westmount, 1990

Mr. D. Rothwell introduced Ms. A. Robertson, Principal, and Ms. B. Jazvac, Vice-Principal, of Westmount Secondary School. Ms. Robertson introduced the two Westmount student representatives, Miss Deepa Dighe and Miss Christina Duggan. Ms. Robertson also acknowledged the presence of Mr. Fred Neumann, another Vice-Principal from Westmount.

Ms. Robertson drew the members' attention to the presentation package, which included the Product Manual and the Work Commitment Sheet, distributed during the meeting. She explained in detail the mechanics of the Work Commitment Sheet developed to track not only the students' attendance but also their activities, efforts, endeavors, and results relative to the program. Ms. Robertson stressed that students' input to this form may be verified through computerized monitoring, the use of a log sheet and the checking done by the school staff.

Ms. Robertson stated that Westmount 1990 puts emphasis on academic results and that about 52 students are expected to complete the program at the end of the semester.

The Product Manual, as explained by Ms. Robertson, is geared to clarify for the students the expectations for a variety of products that might be produced for any subject at Westmount. Although not seen yet by the students, Ms. Robertson is confident the manual would be a useful piece of equipment for their use.

Miss Detwiler asked for clarification on assignments as she felt there must be many questions arising from the students when given assignments. She would like to know how the students deal with the situation.

Miss Deepa Dighe, one of the two student representatives, confirmed there are indeed questions that need the teachers' assistance. The students usually approach the teachers during lunch hour or, at times, students needing help are grouped together in addressing their concerns. Miss Dighe added that assistance may also be sought from peers in the class. She clarified that their questions are answered.

In response to Miss Detwiler's concern on the monitoring of the students' work, Ms. Robertson said a teacher is assigned for each subject and that students have a choice of which teacher to approach. She assured the committee that there is always somebody in school who can provide assistance to the students.

Ms. Robertson informed Miss Detwiler that Grade 8 students could be given an orientation to the program either in June or in September. She added that exactly how this would be done is yet to be determined.

As to Miss Detwiler's concern on some of the students desiring to transfer to another school because they are not able to cope with the program at Westmount, Ms. Robertson replied that the number of students wishing to transfer has not been significant. Some of the students were encouraged to ask questions in order to help them with their program and those who have stayed are now doing well. It was explained to these students that coping with change is not without difficulty. Ms. Robertson also said that some of the students who did transfer came back and approached the teachers to look at the learning guides. Ms. Robertson assured the members that those students wishing to transfer would be helped in any way possible.

Dr. Johnston commented that the Westmount 1990 is indeed an innovative and exciting program. He asked if the program has been evaluated by other systems or is it unique to Hamilton and Westmount.

Ms. Robertson replied that there are similar but smaller programs in Ontario. She mentioned there were 2 schools in Alberta with this program. Bishop Carroll School, one of these schools, has rated above average in the provincial exams and the principal of Ernest Manning School noticed a positive atmosphere in his school. Ms. Robertson emphasized that clear evaluation of the program in Westmount will not be clearly seen for 3 to 5 years because of students' attitudes which will take time to change.

Ms. Robertson informed Dr. Johnston that the Westmount program is not patterned after the Cambridge University concept. She added that students at Westmount progress at various rates and the school is trying to make the gap closer through counselling and through the teacher advisory group.

Dr. Johnston was also concerned about the checks and balances of the program. He stated that, based on his experience, students react adversely if they are subject to too much control.

Ms. Jazvac agreed that adolescents like to have some freedom, but she stated that the program would demand a great deal of accountability and responsibility from the students. She said that spot checks would be there but these would not be done rigidly in order to promote a sense of responsibility among the students.

Ms. Stewart expressed her positive feelings about the program and emphasized that the first year of university is an enormous transition. She asked the two student representatives what they would consider to be the best and worst aspect of the program.

Miss Dighe said the program has helped her with time management because the timetable is set up in such a way that the student is responsible for his/her own time. She further said that it makes her feel very good about what she is doing, giving her a sense of responsibility because she can accomplish something and does not depend on her teachers for everything. She considers the program to be simulating the university atmosphere and thus provides her with the basic skills.

Miss Duggan stated the program enables the students to learn gradually on their own although, at times, she misses having the dependency upon the teachers.

Miss Duggan confirmed for Ms. Stewart that she and her fellow students feel comfortable with the access for information through their peers and they do get negative feedback as questions are directed to the right persons.

Ms. Robertson clarified for Mr. Hicks that the timeline for the implementation of the program has been staggered and that it would be gradually implemented across the grades by September 1990 although problems are anticipated in some grades, e.g. Grade 9 French due to curriculum that needs to be adjusted.

Mr. Hicks inquired if a noticeable difference between the low and high achiever students has been observed at this time.

Ms. Robertson responded that it would be difficult to ascertain this as they are just taking a general look at results at this stage. She said they had meetings within the school to set up the criteria based on historical records. She added that Mr. Owen Jackson, Supervisor of Research Services, has been very helpful in determining what is valid in establishing an evaluation model.

Ms. Robertson clarified for Mr. Hicks that the Teacher Advisor role has not been implemented to date as it requires changing from the traditional structure of a secondary school. They opted to start the program first with the very basic skills.

Mr. Hicks reiterated that it is extremely important to get the results. As to the transfer of students who could not cope with the program, he would like to know if it is the students' choice or the parents'.

Mrs. Deans remarked that some students will do well in this program and it should really prepare them for university. She wondered if it is easy for the students to transfer to other high schools if they do request a transfer. She also inquired if, in the Teacher Advisor system, the students could easily change their assigned teacher if there was a conflict.

Ms. Jazvac responded that there has to be a mechanism within the school to help with these situations.

Ms. Robertson confirmed for Mrs. Deans that there is a parent committee, very similar to the student committee, which offers advice relative to the program.

Mrs. Deans conveyed to the student representatives that one of the resources they could look to if they have problems with the program are the trustees. She assured them the trustees would be willing to assist them.

Mrs. Bishop commended the presentors for their efforts and she wanted to know if they envisioned the tracking system to be of less value by the time a student reached Grade 13.

Ms. Jazvac affirmed this and added that the students would become more self-sufficient.

Mrs. Bishop suggested that the program will offer some flexibility to the students and administration in organizing things that a traditional school structure would not allow. She hoped to get continuous feedback on the status of the program.

Mr. Kennedy said that based on the program co-ordinators' timeline projection, the school year 1994-95 would be the year a true evaluation of the program could be obtained. He asked for clarification on how this evaluation could be measured and interpreted by that time stating an external evaluation is important in getting the desired results from the program.

Ms. Robertson responded that one of the key things to consider are students' attitudes. She stated that at this time it would be difficult to identify some of the factors which may be important relative to attitudes. Ms. Robertson added that some help from the Ministry of Education may be sought to assist with the evaluation process.

Ms. Jazvac noted that retention should also be looked at. Marks could be a significant factor as well as feedback from the first-year university students who finished the program.

She emphasized that Westmount 1990 co-ordinators are still looking at how they are going to evaluate the program effectively.

Both Ms. Robertson and Mr. Rothwell emphasized the value of the program to students who will enter the work force rather than going on to university.

Mr. Rothwell stated that arrangements are being made between the Board and representatives from the Ministry of Education to commence discussion about the evaluation of the program. He said an initial meeting is set for March 6 and he would be bringing some suggestions from the Ministry to provide the members with clarification on the evaluation process of the program. He also emphasized that he believes there are benefits to be obtained from an external evaluation.

Mr. Rielly agreed with Mr. Rothwell and added that evaluation of the program would be an on-going process encompassing many facets. He said that it is not the objective to wait for five years to make a decision but rather the co-ordinators would be looking at it constantly to determine if there is a need for some changes to the program.

Mr. Mulholland noted that most of the comments this evening were in the context of a program geared to university preparation and little reference has been made to the vocational type of education. He expressed concern over the current shortage of trade and skilled people and stated that vocational courses are an important part of our educational system. He inquired how Westmount is handling students from outside sources who would like to gain access or entry to the program, and if accepted, how would they be evaluated.

Ms. Robertson emphasized that Westmount is still a community school. The standing policy is a student wishing entry to the program could negotiate such with the principal.

Mr. Mulholland further inquired how those students from a vocational school would be assessed when seeking admission to the Westmount program.

Ms. Robertson responded that there are students from vocational schools in the program now. She emphasized that, on a recommendation from the principal that the Westmount program is a legitimate educational goal for the student, they are prepared to give consideration to admission to the program.

Mr. Korz expressed concern that students who are not articulate may hesitate to speak up or give any negative views about the program. Based on his visits to the school, Mr. Korz was not convinced of the merits of the program. Since Westmount 1990 is a special program, he felt students wishing to transfer to another school would be financially burdened as transportation is not provided to another school. He wondered if this policy remain unchanged.

Mr. Stockwell confirmed that the procedure remains unchanged as it is the students' prerogative to transfer to another school and, therefore, the Board does not provide transportation.

Mr. Korz stated that he is apprehensive about the inconvenience and financial concerns the program may impose on the students opting to transfer to another school.

Ms. Robertson reasoned that this program came about as a result of direction from the Ministry of Education and, with destreaming, she anticipated that many schools will be going in this direction.

Mrs. Bishop agreed with Ms. Robertson and stated that the program is an old model in the Hamilton education system. She added trying different educational concepts is a sound move and that students themselves want to learn in different ways.

Miss Detwiler stated that she is alarmed by the comments of some members on the program aiming only to produce good university students. She shared the same views with Mr. Mulholland that there are other educational needs within society.

In answer to Miss Detwiler's question, Ms. Robertson cited that approximately 10%-15% of Westmount students entered university.

Miss Detwiler further stated that Westmount 1990 is more about a "method of delivery" rather than an emphasis on a new program. She felt that whether this actually works or not remains to be seen.

Ms. Robertson responded that the program is geared to benefit, not the only students going to the university, but those who have learning difficulties as well.

Mrs. Deans commented on the importance of imparting lifetime skills to students and added that problems on transferring to another school are among the important concerns which should be brought to the trustees' attention. Saying the parents would be the first ones to react to these concerns, she urged the co-ordinators of Westmount 1990 to look into these problems and find the proper solutions.

Ms. Robertson indicated her group would check out Mrs. Patenaude Barker's question as to whether Ernest Manning or Bishop Carroll schools were able to track their students who continued university studies and those who did not.

Miss Dighe explained that she and Miss Duggan were elected by the student body to be representatives at tonight's meeting. She said that two committees were formed at Westmount to assist in handling issues arising from the program. She further stated that everyone in school knows that transition is not going to be easy but she personally feels that the program is a favorable one and it has improved the students' skills. She also confirmed that some students do not have plans to enter university but still find the program very beneficial.

Mr. Allen thanked the presentors and said that the debate tonight was extremely good and solid and that the students' participation contributed to that.

Moved by Dr. Johnston:

That the Progress Report - Westmount, 1990 be received for information. CARRIED

Race Relations Policy; A Review "Towards Race Relations and Ethno-cultural Equity, A Working Paper, April, 1989"

Mr. Rielly informed the members that the Race Relations Committee is not prepared to make a report at this time on the definition of "contract compliance program" in Recommendation #G8b of the document considered last month at the Development Committee. He stated that a report would be presented at a later date.

Dr. Johnston requested an update in relation to the recent Court ruling in Elgin County regarding religious instruction in public schools.

Mr. Rielly said that there has been no definitive statement from the Ministry of Education at this time. He is assuming that the direction handed down to the Elgin County Board is to be followed by Ontario public schools in that religious education and instruction will not be given in these schools. He anticipates a statement from the Ministry in the near future.

Mr. Rielly agreed with Dr. Johnston's understanding from the media that religious education which is biased towards one particular denomination or religious group would no longer be tolerated in public schools.

Mr. Allen stated that further questions on this would not be entertained as part of the Race Relations agenda item but would be deferred to New Business.

NEW BUSINESS:

French Language Regional School Board

Mr. Lavoie explained the Report on the French-Language School Boards.

Mr. Lavoie clarified for Mrs. Bishop that the proposed French-Language School Board implies uniting the French-Language Sections from different Boards to form a Regional French-Language School Board to be able to give better delivery of service to client school boards. He added this will provide more flexibility in the sense that a confederation would facilitate the delivery and purchase of educational services, to form committees to study curriculum and to hire people to work in 2 or 3 Boards.

In response to Mr. Hicks question on the boundaries to be covered by the confederation, Mr. Lavoie replied that this would be regions within Ontario and surrounding Hamilton. He added that the Regional Liaison Committee conducts meetings with representatives from other Boards while, at the same time, studies are ongoing all across the province. Since the inception of Bill 75, two French Language Section Boards have been created in Ontario - one in Toronto and one in Ottawa/Carleton.

Ms. Stewart requested clarification on the buying of services and whether this has an impact on the French secondary school in Hamilton.

Mr. Lavoie explained that for a school with 400 students, it is basically impossible to obtain all the services in order to offer an equitable program. The proposed confederation of French-Language School Boards could afford to purchase such services as a bilingual psychometrist.

Mr. Desmarais responded to Mrs. Deans that the impact on Hamilton of a French-Language School Board could only be positive. He said it would be helpful to know what such a proposal would involve before it is mandated from Queen's Park. However, he acknowledged that, realistically, it is doubtful that it would be mandated in the near future.

He emphasized that the main aim of the proposal is for the French-Language schools to pool their resources and provide the best possible service to all French-Language students.

In response to Mrs. Deans' further question, Mr. Desmarais stated that the proposed French-Language School Board would be a third board which would have its own election, budget and staffing, etc.

Mr. Lavoie added that a French-Language School Board would have all the powers of a board and would be responsible for all centralized services.

Mrs. Patenaude Barker mentioned that, in addition to Toronto and Ottawa, other areas in Ontario are already initiating studies on this issue. She cited Simcoe as an area which has submitted its study to Toronto. She added that in Hamilton, a French Committee is working on giving updates to the public on its study on a French-Language School Board. Mrs. Patenaude Barker confirmed that services at Georges P. Vanier have been very good but the French-Language Section will still continue to look into possibilities to offer better services. She emphasized that this French-Language Section enjoys an excellent relationship with its colleagues at the Hamilton Board.

Mr. Rielly clarified for Miss Detwiler that a recent article from a Fast Report Newsletter from OPSBA of 1990 01 19 about the French-Language education is not related to the issue on French-Language School Board but refers to the proposed amendments to Bill 75. He emphasized that the topic under discussion tonight is a homogenous French-Language School Board.

Mr. Rielly confirmed the possibility of Miss Detwiler's concern relative to the possible expenses which could arise, i.e. accommodations, rights and privileges, appointments, etc. which would be imperative to the operation of the proposed French-Language School Board.
Mr. Hicks cautioned that the proposal may pose a critical situation considering the drastic changes to be instilled within the French-Language educational system.

Mr. Lavoie agreed with Mr. Kennedy's concerns about geographical regions in the province where the French population would not warrant a School Board and he assured that government measures would consider geographical placements and not create something that is not viable.

Responding to Mrs. Deans' apprehension that the new board could be a burden to the taxpayers, Mr. Lavoie reminded her that under Bill 125, ratepayers have already been identified so they can elect their trustees to the proper boards. He added that the ratepayers would also be advised in the same manner as in the present system. He assured the mechanics are in place and that the French-Language educational system would initiate a request for funding from the Ministry.

Mr. Desmarais commented that the most practical side of the issue is "nobody knows from where the money will be coming" for the new school board. He felt the attainment of this endeavour could take many years to materialize.

Mr. Mulholland commented that this was a good exercise for the French-Language trustees to go through; however, he suggested that change will not take place until it is politically wise for the provincial government to do so.

Mrs. Patenaude Barker stated that they have to make the Ministry of Education aware of what actions are being taken on the issue and that correspondence is being readied as a first step in this regard.

Mr. Hicks said he could see no proper funding base for the proposal as a result of the population placement.

Moved by Mrs. Patenaude Barker:

That the Report on the French-Language School Boards be received for information. <u>CARRIED</u>

<u>OPSBA Update</u>

Mr. Rielly reminded the members about the OPSBA Regional meeting which the Chairman of the Board would be hosting on Tuesday, 1990 02 06, at the Education Centre. He said that several issues would be discussed during the presentation.

Dr. Johnston drew the members' attention to the "School Boards Meet the Challenge" conference held on 1990 01 18-20 in Toronto.

Dr. Johnston referred to some key issues which were discussed during the conference:

<u>Incentive Funding</u> - a new initiative which will be made available for our schools.

<u>Kinderpacks</u> - created a great deal of interest among the trustees present at the conference.

<u>Money available for Retraining</u> - which the Hamilton Board may wish to consider and make available for its use.

Dr. Johnston expressed concern that school boards are not receiving any federal support even though many federal initiatives impact on the programs that school boards must offer, i.e. the immigration policy affects the English as a Second Language programs. He felt people in the community who see the budget of the Board escalating need to be informed that a great portion of our budget is due to the mandated policies of the provincial government over which we have no control.

Dr. Johnston suggested that the officials of the Board should interpret these expenses for the public and why they are there. He stated that no one can deny education for our children is more important than some other expenses.

Mrs. Bishop referred to an article in the newspaper which said the tax bills to homeowners will state the amount that is spent on education and she thought this would add to the public's confusion of our expenditures. She suggested that this issue be placed as an item on the agenda for the Operations Management Committee and that strategies be formulated to get the message across to the public on how the Board has arrived at its budget.

When Mr. Rielly suggested this be dealt with at Budget Review, Mrs. Bishop expressed concern that there was some urgency to explain our budget to the public.

Mr. Shewfelt said that the City Treasurer is normally in contact with the Board about this aspect of the tax bill. He added that the information about the Board of Education has been included for a number of years and is always printed in red. He expressed concern that the officials would not be able to do justice to the issue of strategies for public awareness in such a short time if it were placed on the Operations Management Agenda.

Mr. Allen agreed that Mrs. Bishop's suggestion was premature to the whole process.

At this point, Mrs. Patenaude Barker brought to the members' attention some brochures on environment, teacher education, and the transition years, which were made available during the conference last January 18-21. She also took some notes of items of interest and would leave these materials in the Trustees' office for all those interested.

Ms. Stewart emphasized that the public relation aspect needs to be addressed immediately to restore the public's confidence.

Mr. Allen cautioned that in planning to include this issue in the agenda of the Operations Management Committee, care and consideration must be observed.

Mr. Rielly shared the same view with Mr. Allen and added it would be appropriate to consider the issue first during Budget Review to have a solid basis for getting the Board's message to the public.

Dr. Johnston clarified for Mr. Mulholland that the $100 million for the kinderpacks for school boards is currently available although no board has applied for it. He added that the Chairman would be bringing something to the Board regarding this funding.

Mr. Shewfelt confirmed for Dr. Johnston that the Board has a charitable foundation status and that he would provide the figures for Dr. Johnston.

Mrs. Deans commented that if the City is going to change the format of the tax bill, she hoped the Board could ask for some input.

Mr. Shewfelt responded that this topic comes up every year and it has been determined that additional information would be best handled separately from the tax bill.

Mr. Hicks expressed his support for Mrs. Bishop's suggestion and noted that the Board has made a few efforts in the past to get the message out to the public. He reiterated that strategies for informing the public should be included on an agenda of a standing committee. He added there is the urgent need for an open debate on the subject. Mr. Hicks also suggested the possibility of some investigation into adding information to the tax bill.

Mr. Kennedy said that, as a trustee for 12 years, he has always tried to show restraint. He added that one of the best ways to communicate to the public is by answering questions as they come from a trustee's constituents.

The meeting then adjourned.

Read and confirmed,

Chairman

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MARCH, 1990

Minutes

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

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ELEMENTARY/SECONDARY

NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 03 01

Present: Mr. B. Allen (Chairman); Trustees Deans, Kennedy, Patenaude Barker, A. Stewart, and Clarke.

Not Present: Trustee Johnston.

Also Present: Trustees Baskin, Bishop, Cunningham, Detwiler, Korz, Lowe, Penner, and R. Stewart.

Officials Present:
K. Rielly, Director of Education and Secretary
A. Stockwell, Associate Director of Education
P. Beveridge, Superintendent of Curriculum, Special and Educational Services
P. Shewfelt, Superintendent of Finance and Treasurer
R. Kawai, Superintendent of Information Management Services
N. Nicholls, Superintendent of Schools - Area Two
R. Binns, Superintendent of Schools - Area Three
P. Gillie, Superintendent of Schools - Area Four
G. Rappolt, Assistant Superintendent of Curriculum

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last regular meeting of 1990 02 01.

Moved by Ms. Stewart:

That the minutes of the last regular meeting of 1990 02 01 be approved as presented. CARRIED

Mrs. Clarke mentioned that Canon Rogers conveyed his regrets for missing tonight's Committee meeting as he is representing the Board at the Hamilton Public Library's community dialogue session.

GENERAL

NEW BUSINESS:

Tri-Board Adult Learner Survey, 1989

Mr. P. Beveridge gave a brief overview of the report. He emphasized the report provides major implications for the current review of the Adult and Continuing Education Department. He recalled it was reported at the July 1989 Operations Management Committee meeting that this study was being conducted within the Hamilton-Wentworth Region. Mr. Beveridge mentioned that Ms. Beverly A. McLeod, who authored this report, did an outstanding job and added the report has proven to be fine reference material, at no cost to the Board. It indicates very clearly some of the hopes and needs of the adult learner population.

Mr. Beveridge then called on Mr. Bob Leedale, Principal of Adult Continuing Education, to further discuss the highlights of the report.

Mr. Leedale mentioned that Mr. Tony Busseri, Canada Employment Centre Area Manager, who is the "main player" among the three area Boards, particularly in looking at job strategies for the adult market, could not be at this presentation as he had to attend a Ministry official's visit.

Mr. Leedale explained the key areas of the report which included the Executive Summary, the Conclusions and the Recommendations. He stressed the purpose of the report is to provide a profile of adult learners in the Hamilton-Wentworth secondary school system, including the English as a Second Language credit and the Adult Basic Education learners, and to ascertain associated labour market information concerning this population. He stated that 60% of the adult learner population came from our own system and the balance from the separate system. Mr. Leedale stated the survey conducted indicates that the majority of the adult learners are female and it confirms there is indeed a growing market for adult learners. Mr. Leedale concluded that availability of schools and what the Board provides for this group are very important factors to consider. He also emphasized the need for guidance and counselling, which encompass academic advice and specialized counselling that may include personal, career and financial elements for all adult students.

Miss Detwiler questioned whether the demand warranted segregated adult areas in every secondary school.

Mr. Leedale responded that there are satellite programs in 16 secondary schools with 980 students enrolled in segregated classes. He believes that adults would be prepared to travel and even give up a job for a semester in order to obtain academic credits.

Miss Cunningham requested clarification on the number of additional adult students that could be accommodated in the Hamilton Board schools.

Mr. Leedale cited there are about 200 to 300 spaces in each of the schools in the East end area but the situation on the Mountain, for example, would be different as space is at a premium there.

In response to Miss Cunningham's query, Mr. Leedale estimated there are over 100 adult students who are taking integrated classes with the regular adolescent students. He added that, in most schools today, there are adult students interspersed with the adolescent students.

Miss Cunningham expressed some concern around potential overcrowding and asked what numbers could be anticipated in terms of accommodating adults interested in attending our schools.

Mr. Leedale said no number could be given at this time, citing that in London, Ontario an initial number of 200 adult learners grew to 1,600. He quoted the report's findings that adults will return to school if courses are offered, along with extended days and other built-in flexibilities.

Mrs. Bishop expressed her appreciation on the thrust of the report, which is the integration of services between the three area Boards and the Ministry of Skills Development, and regarded it an effective model for the community to consider in terms of the resources available. She, however, found no mention of the volunteer sector, i.e. the Adult Basic Education and Literacy Council, and funding mechanism in the report. Mrs. Bishop cited the Newfoundland and Quebec models, where Boards of Education and volunteer associations working together through the Ministry, obtained guaranteed permanent funding from the government.

Mrs. Bishop considered the report to be tremendously important as the boundaries between the adult learners and the regular students are now less defined. She also noted that, based on the report, support services are lacking to help the adult learning process. Mrs. Bishop made mention of the report stating that adult education is attracting more female than male students. She said this may have relevance to the discussion on literacy at a previous Development Committee meeting. Mrs. Bishop asked to whom the recommendations in the report are being addressed.

Mr. Leedale clarified for Mrs. Bishop that the report was being presented just for information for the members' consideration and reaction.

Mrs. Bishop stressed that she was not questioning the recommendations in the report as these are really good points. She agreed to wait for the appropriate time when these issues will be raised again. Mrs. Bishop commended the people behind the report as well as the approach used in its preparation.

Mr. Rielly referred to the agenda released earlier for the Personnel & Organization Committee meeting next Thursday. He noted the agenda included a review of the Adult and Continuing Education Department. He said the discussions on Adult Learning tonight could be considered in context with the report to be discussed next Thursday.

Mrs. Deans referred to Page 80 of the report and asked if somebody looks after the giving of counselling and guidance to the adult students, considering that many adults are taking advantage of the programs. She also asked about the "Nebunet" mentioned in the report as being involved in information sharing on adult education.

Mr. Leedale said that counselling and guidance for the adult learners will be taken up next Thursday at the Personnel and Organization Committee meeting. He informed that Nebunet was an organization now out of business.

Mr. Leedale clarified for Mrs. Deans that the proposed Unemployment Commission Act, now in the Senate, would allow the adult students to continue receiving unemployment benefits while remaining on full-time study.

Mrs. Deans expressed pleasure knowing many would benefit if this legislation gets approved. She wondered where the grant would come from to facilitate the repeat of a full survey on adult learning as discussed under Recommendation 12 of the report.

Mr. Leedale clarified that while the report is recommending a repeat study in a year, the three principals feel strongly that every 3 years is sufficient. He also explained that Recommendation 8 of the report is aimed at allowing for more retraining of or redirecting the adult learners to job training strategies.

In response to Mrs. Deans' further question, Mr. Leedale confirmed that Recommendation 13 refers to what the Industry Education Council (I.E.C.) would do in the future. He added that Mohawk College is involved with the review that the Hamilton Board is conducting.

Mrs. Baskin recalled Mr. Leedale's position, that of Principal of Adult Continuing Education, in the Board has been in existence only two years. She noted that one thing not mentioned in the report is whether there are grants for adult students who are taking credit courses and Mr. Leedale responded that the Board receives the regular General Legislative Grants if they are attending a day school.

Mrs. Baskin referred to adult secondary schools in Ontario which offered classes at odd hours. She suggested it was important that there be no

duplication of services, i.e. technical courses and encouraged the Board to attempt to slowly evolve into a cooperative effort.

Mr. Rielly confirmed there is an existing effort in that aspect involving the three Boards and the I.E.C.

Mrs. Baskin indicated that perhaps the Development Committee should contemplate having an adult only high school.

Referring to legislative responsibilities from the Provincial Government of Ontario, Mr. Kennedy inquired from where the money for adult education comes. He also noted that the subjects listed on Page 81 of the survey are not academic subjects, so none of these receive grants. He asked whether the federal government is giving the Board money as grants for adult education.

Mr. Leedale clarified that these subjects listed are all credit programs taught by teachers who are on the staff of the Board's composite schools. He stated the adult learners are treated as regular day school students. Mr. Leedale explained that General Legislative Grants (GLGs) apply. He further mentioned that the only difference among the other forms of continuing education, i.e. evening school is the teaching method used.

Mr. Kennedy inquired if there is a way of knowing how much money is allotted for adult education. He said mention was made about the possibility of having a separate adult secondary school and could forsee eight years from now there would not be enough schools to accommodate these adult students.

Mr. Rielly responded that currently the Board has a lot of space available for the adult students. He said adult learners are considered as any other regular student and the grants are identical. Mr. Rielly further stated the courses offered in the evening have a different formula for grants and in the future the Board will have to monitor this. He said these students deserve to be able to acquire retraining and that is the main reason the Board is tapping this market. Mr. Rielly mentioned that additional space in vocational schools is being experienced because of a decline in enrolment in these schools. He assured the members that as this increase in the adult learner population continues, the Board has to examine the use of space. At this point, Mr. Rielly made mention of the move of Briarwood into Delta.

Mr. Kennedy referred to last year's Accommodation Report which reported the need for portables and the building of new schools and now the mention of accommodating the adult students in some closed schools. He felt there was no logic to this accommodation strategy.

Mr. Rielly clarified that the report on the need for portables refers to the situation on the Mountain. He said there is currently little extra space in secondary schools on the Mountain. However, there is space in many of the schools below the Mountain.

Mr. Allen reminded the members that discussion on Accommodation is another issue and although important, it is not relevant to this report.

Mrs. Patenaude Barker mentioned her previous experience as an adult student at Scott Park. She commended the Counselling Department of the school for the excellent assistance provided to her as well as the warm welcome and equal treatment she received from the regular students. Referring to Recommendation 9 of the report, Mrs. Patenaude Barker expressed hope that the people behind this tri-board adult learner survey would look into talking to adults who did go back and complete courses. She felt these students could function as resource persons for tapping the adult learner market.

Mr. Allen acknowledged Mrs. Patenaude Barker's suggestion as an excellent idea to consider.

Ms. Stewart also expressed appreciation for Mrs. Patenaude Barker's suggestion. She said that the ideas imparted by the earlier presentation on Junior and Senior Kindergarten programs and the Tri-Board Adult Learner Survey conveyed a clear and broad perception about learning. Ms. Stewart referred to Page 10 and the statistics which show a large percentage of adult learners are women and asked why this was. Mr. Leedale responded that women want more as these students aim for personal advancement in their careers. He added that 16 respondents, all women, endorsed this recommendation.

Mr. Korz asked what role the Ministry of Skills Development plays in terms of providing support for adult education programs.

Mr. Leedale responded that no support is received from this Ministry; rather, they are involved at the community college level.

Mr. Leedale confirmed for Mr. Stewart that there is need for flexible hours for adult education programs and agreed this could enable more men to take advantage of this form of education. Mr. Stewart added his support to the adult education program seeing it as a marvelous and efficient use of taxpayers' dollars.

In response to Miss Cunningham's inquiry as to any cost implication to the Board to have adult students in the classes, Mr. Shewfelt responded this is very difficult to ascertain. He cited that a class conducted presently as a day class and set below capacity incurs no additional cost to the Board but opening another class would involve additional cost.

Miss Cunningham noted that accommodation is probably one of the pertinent aspects to consider in offering adult education programs.

Mrs. Deans expressed her appreciation of the Board's policy that education is a life-long process. She supports the idea that people should be trained and re-trained and that students should be the Board's concern no matter what age they are.

Mr. Rielly thanked Mrs. Deans for supporting the mission statement of the Board. He emphasized the Board's direction and mandate for life-long education.

Miss Cunningham noted that the 65,000 number of illiterates earlier reported is now down to about 55,000; she said the marked improvement may be attributed to the adult education programs.

Mrs. Patenaude Barker mentioned that the action plans from the Ministry of Education in Toronto, specifically the speeches of the Minister of Education, emphasized the life-long nature of learning. She said the opportunities available should be conveyed to the adult learner market.

In response to Miss Detwiler's question as to determining the secondary school enrolments when one adult student is taking one credit course, Mr. Leedale said there is an existing basis for this to ensure proper enrolment figures.

It was agreed:

That the Tri-Board Adult Learner Survey, 1989 be received for information.

Trustee Bishop's Motion Re Environmental Concerns

Mrs. Bishop explained her motion on Environmental Concerns as referred to this Committee at the February Board meeting. She emphasized its relevance to the current school operations as well as the resulting benefits which may accrue for the Board.

Mrs. Bishop stated she considers her motion to be relevant as a result of recent findings regarding the negative effect on the ozone layers of the atmosphere. She said environmental concerns should be focused particularly on the elimination of harmful chemicals in the air, reducing fuel consumption, pollution, waste disposal, and a composting system introduced to the schools.

Relative to environmental issues, Mrs. Bishop emphasized the need to determine which practices of the Board should be examined. She said the Board should set a model for our students in creating awareness about the environment and its preservation. Mrs. Bishop suggested the Board should look into some effective cost management which may result from good management practices and exploration of possible recycling programs. Mrs. Bishop suggested the various sectors of the school system as well as the community may be encouraged to provide ideas relative to the environmental issues through contests and promotional campaigns. She added that the Toronto Board of Education has been looking at these environmental concerns since 1984.

In conclusion, Mrs. Bishop stressed that the best way for her motion to materialize would be to set up a working group (with senior officials and trustee representation) which would look into these environmental concerns across the school system.

Mrs. Clarke expressed her willingness to put forth a motion to set up the working group to look into the environmental concerns suggested through Mrs. Bishop's motion.

Mrs. Baskin commended Mrs. Bishop's innovative undertaking. She added that she was not suggesting the Board rush into this project but said she considers this a very good idea. Mrs. Baskin endorsed the concept of holding contests in schools, among our staff and across the Board to come up with ideas on environmental concerns. She also supported setting up a committee to look into these issues.

Mr. Allen suggested the contest idea should be put on the Working Group's agenda.

Mrs. Deans emphasized that the Board should really start acting on these timely issues.

Moved by Mrs. Clarke:

That the Chairman of the Development Committee, in consultation with the Chairman of the Board, set up a Working Group of three trustees, with appropriate support staff, to determine the mandate (focus) for the study re Environmental Concerns and that this Group report back to the Development Committee in May 1990.

Mrs. Clarke said the Working Group would establish a mandate or focus for this motion and she saw it as more manageable in terms of the time commitment of people and in the quantity of work required.

Mr. Korz expressed his support for the motion. He said this will give a direct approach to what the Board should undertake immediately on what could be a wide ranging issue. He suggested that the report from the Working Group should have specific recommendations with a very clear thrust rather than a philosophical statement.

Mrs. Deans drew the members' attention to the January 1990 issue of the Environment magazine. She suggested the Board should look into providing composters for all its schools.

Mrs. Bishop expressed her appreciation for the motion to establish a Working Group and stated that all trustees should be aware of the environmental concerns. She added the materials put together by the Toronto Board on environmental concerns could prove very useful and provide good ideas. Mrs. Bishop said she hopes the report from the Working Group will be useful and easy to manage, one that is comprehensive but provides the appropriate guidelines throughout the school system.

The motion was put to a vote and was CARRIED.

Mrs. Clarke suggested that any trustee wishing to serve on the Working Group for the study re Environmental Concerns should let either Mr. Allen or herself know.

OPSBA Update

No update was reported on O.P.S.B.A.

ELEMENTARY/SECONDARY

NEW BUSINESS:

Update: An Overview of the Purposes of the Junior and Senior Kindergarten Programs

At the beginning of tonight's meeting, the members moved to Rooms 3 and 4 to view the new kindergarten video and hold small group discussions on the junior and senior kindergarten programs.

When the members returned, they expressed delight with the excellent presentation and commended the people behind it.

It was agreed:

That the Update: An Overview of the Purposes of the Junior and Senior Kindergarten Programs be received for information.

The meeting then adjourned.

Read and confirmed,

_____

Chairman

rt

APRIL, 1990

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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GENERAL

NEW BUSINESS:

ELEMENTARY/SECONDARY

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MINUTES OF THE DEVELOPMENT COMMITTEE 1990 04 05

Present: Mr. B. Allen (Chairman); Trustees Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Not Present: Trustee Deans.

Also Present: Trustees Bishop, Cunningham, Desmarais, Detwiler, Hicks, Hill, Korz, Lowe, Mulholland, Paquin, Penner, Rogers, and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area Two)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
R. Kennedy (Assistant Superintendent of Staffing)
G. Rappolt (Assistant Superintendent of Curriculum)

Mr. Allen called the meeting to order and welcomed Mrs. Sandy Hill, the new trustee, to the Development Committee. He then asked for confirmation of the minutes of the last regular meeting of 1990 03 01.

Moved by Miss Detwiler:

That the minutes of the last regular meeting of 1990 03 01 be approved as presented. **CARRIED**

GENERAL

NEW BUSINESS:

School Workplace Apprenticeship Program (S.W.A.P.)

Moved by Dr. Johnston:

That the officials submit a proposal to obtain Ministry of Education approval for the School Workplace Apprenticeship Program in Hamilton Board of Education Secondary Schools (S.W.A.P.).

Mr. Allen called on Ms. Gail Rappolt and Mr. Jim Kerr, Co-ordinator of Technological Studies, to present the report.

Ms. Rappolt said Mr. Kerr spoke about the S.W.A.P. in a Technological Studies report in November and at that time Senior Management was very positive and interested about the program. She added Mr. Frank Kelly, the former Superintendent of Schools - Area 2 and the current Area 2 Superintendent of Schools, Ms. Nancy Nicholls, were also involved with the program. Currently, Ms.

Rappolt reported the S.W.A.P. program is being pursued by the Board in cooperation with the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education, Mohawk College and the Hamilton-Wentworth Skills Training Advisory Committee.

Although the program is an initiative from the Ministry of Education, Ms. Rappolt stated there is as yet no indication of government funding for S.W.A.P. up to this time. Referring to the article on S.W.A.P. (Weekend - Guelph and Area) which reported the postponement of S.W.A.P. expansion by the Wellington County Board of Education due to funds shortage, Ms. Rappolt stated it is their intent to postpone implementation until definite funding commitment is obtained. She stressed the need for careful planning for the S.W.A.P. program and, as such, the Hamilton Board's target start is September 1991 to allow for closer monitoring of developments relative to the program.

In explaining the mechanics of the program, Mr. Kerr said a student would be committed to an employer for four years and be paid for the time he/she is with the company. Journeyman papers will be granted to the student at the end of the four years. The basic requirements are set by the Ministry of Education and the Ministry of Skills Development and the training provided should be equal in depth to the basic course currently offered in a community college.

Mr. Kerr said business and industry expressed some apprehensions with the program in terms of the four-year commitment of employing a high school student in contrast with the Co-op program which involves only one semester.

As a result of varied concerns aired on S.W.A.P. both from the education and business sectors, Mr. Kerr said the program created a difficult situation for the program co-ordinators and they run the risk of creating the impression of not supporting the concept. He stressed the efforts put forth by the program co-ordinators and that they are actually being cautious in recommending the implementation of the program at this time. He said this report is to seek approval in principle in light of the absence of a firm commitment both from the Ministry and the business sector. Mr. Kerr added they would be back to this Committee with definite program details and financial information and he hoped at that time they would have a clear plan to take to parents and students. Ms. Rappolt assured the members no direct steps would be taken to implement the S.W.A.P. program without coming back to the Development Committee and reporting concrete progress.

Miss Detwiler wondered if the union has some control over apprenticeship programs. She asked further if there is any assurance the student will be taken in by the firm as an employee.

Mr. Mulholland said that one of the most pressing situations in the country is the lack of skilled tradesmen. As this is the type of program boards of education should be looking at, he expressed his disappointment at the recommended direction tonight.

Mr. Stewart expressed surprise the Ministry of Education has not done its part relative to S.W.A.P. and called it irresponsible to leave to school boards.

Mr. Kerr assured the members the program co-ordinators did a lot of work on the program and that they would like to make sure everything is in line so that it is implemented correctly. In order to ensure success for the program, he said educators should know who would support this when it starts in September 1991. Mr. Kerr noted a lot of questions remain unanswered regarding how solid the program will be at this point. He said S.W.A.P. is an important program and the co-ordinators want it done right. Mr. Kerr said further the Hamilton Board is prepared for the program in terms of the educational componets needed as it has a good curriculum, the machines, the teachers and the schools.

Mr. Korz noted the inclusion of math and sciences in the program and his concern as how students with little interest or aptitude for these subjects will fare with the program.

Ms. Rappolt responded her group received a survey of employers and it was found employers are definitely looking for students who will be able to manage advanced courses like Math and English.

Mr. Kerr explained to Mr. Korz the Mohawk College's role in the program is to deliver a specific program while the secondary school will deliver a general program in technology. As to Mr. Korz's query on the possibility of exploring different employers for each year of the 4-year apprenticeship, Mr. Kerr said this is not possible as the student apprentice will sign up as part of a company's work force.

Ms. Rappolt clarified for Mr. Korz the Co-op program is a trial kind of experience while the S.W.A.P. is a commitment that requires the students, the parents and the schools' Counselling and Technical Department to know what they are undertaking. S.W.A.P. may be considered a very different type of Co-op program.

Mr. Kerr emphasized the S.W.A.P. program provides two advantages for the students. First, the student is committed at an early age (16 years of age) and the student not only gets a job opportunity but also a Grade 12 diploma. If the student does not like the program, he/she could finish the apprenticeship and go on to Mohawk College or whatever he/she chooses. Mr. Kerr said that based on his machine shop teaching experience,

he observed the 16-year-old students displayed more enthusiasm and interest; as such, the industry will benefit by employing students at a younger age and get the better type of students for the job.

Mr. Korz wondered if the Chamber of Commerce could fund some of the costs of S.W.A.P. and Ms. Rappolt responded she could not offer a definite answer to that. Currently there is no individual paid to manage the program and this situation, hand in hand with the absence of other funding, tends to slow down the progress of the program.

Mr. Kerr stated that, in spite of concerns for S.W.A.P., this program is unique as it is proposing a full semester in school and a full one with the industry; this arrangement will minimize costs if the student will be part of the student body.

Mr. Korz thanked Ms. Rappolt and Mr. Kerr for their responses to his questions and stated he is in support of the motion.

Mr. Mulholland expressed concern the S.W.A.P. co-ordinators could be zeroing on only one type of industry, industrial mechanic, which he said is the hardest industry to tap for apprenticeship. He added opportunities currently abound in the construction industry.

Ms. Rappolt responded that in October, the tri-board group worked together to draft a proposal for the Ministry and both the service and construction industries were explored. It was found that in the construction industry, in addition to the requirements that have to be met, there is need for a written agreement with the union before apprenticeship could be taken into consideration. As such, negotiation is very necessary.

Mr. Mulholland noted the housing industry is basically non-unionized.

In response to Ms. Stewart's question as to Mohawk College's efforts on apprenticeship program, Mr. Kerr said Mohawk has a high-tech program which provides 3-year training for students but unfortunately the program has been cut back due to funding shortage.

Mr. Kerr informed Mrs. Bishop all registered apprentice programs must have an educational component built in where students have to enroll in a community college program for a period of 8 weeks for each of the 3 years.

In response to Mrs. Bishop's further inquiry, Mr. Kerr noted that in Ontario there are about 48,000 people in apprenticeship programs. There is variation in the period for apprenticeship programs, the average is from 3 to 5 years duration while some programs go by the number of hours. Some programs require a Grade 10 level while others require a Grade 12 level of education.

Ms. Rappolt cautioned S.W.A.P. should not be looked at as an alternative for students who do not wish to stay in schools.

Mr. Kerr clarified for Mrs. Bishop the apprenticeship training costs are calculated by each firm. The employer assigns another journeyman to handle the apprenticeship program with the student.

Mrs. Bishop noted then that while industry appears to be reluctant to support the initiatives of S.W.A.P., there are costs to industry incurred in the current practice.

Mr. Korz emphasized his point that the program does not address a large number of people who are not advanced in Math and Science subjects. He requested clarification on how the program would affect the other courses, e.g. the vocational schools.

Ms. Rappolt responded there is no quick answer to the question as there is a need first to see how the program will work on a small-scale level.

Mr. Korz stressed the importance of this concern. Mr. Allen assured him the S.W.A.P. co-ordinators will get back to the Board after further study of the program.

Ms. Rappolt clarified for Miss Cunningham the Hamilton Board is observing the moves of the two other boards, the Wentworth County which is aiming for a September 1990 start for the S.W.A.P. program while the Separate School Board is opting to wait for 1991. She said the intent at this time is to continue to work together as three boards although this recommendation tonight has been worded to allow for either way, i.e. as part of a tri-board group or as an individual board.

Miss Cunningham commended Mr. Kerr's concern in exercising caution and careful thought in the implementation of the S.W.A.P. to put everything in line and ensure the program is carried on correctly.

Mr. Mulholland expressed his concern on the probable reaction of the parents, particularly those who have higher aspirations and plans for their children. However, 85% of the 5% of students who are geared to skilled trades end up with jobs. Mr. Mulholland urged the S.W.A.P. program co-ordinators to consider tapping the construction and housing industry to provide enough apprenticeship opportunities for students aspiring for trade skilled jobs. He strongly recommended we move in this direction and hoped the Board would be able to meet its 1991 target start for this program despite present budgetary constraints.

Dr. Johnston commended the presentors and said the S.W.A.P. program would provide a dual role: it would be doing the students a service and would likewise benefit

the industry and he expressed hope the industry would realise this. As Hamilton is an industrial city, he noted it seems the city's industrial sector is not accepting responsibility for giving the needed support for this program. Dr. Johnston observed industry supports heavily-funded undertakings, e.g., hiring, travel opportunities to its employees, etc. but not initiating any form of patronage for a worthwhile undertaking as the S.W.A.P. which, if pursued on a large scale, would definitely be beneficial to our youth.

The motion was put to a vote and was CARRIED.

OPSBA UPDATE

Mrs. Clarke informed the members the Ontario Public School Boards' Association is now taking an active part regarding the Asbestos Clean Up as public schools boards, including the Hamilton Board, requested support on the issue. She stated that at the 1990 03 31 meeting of their Board of Directors, the following motions were passed:

(a) That OPSBA write to the Ministry of Education requesting clarification and direction regarding school boards' obligations under the legislation.

(b) That additional funding be requested to cover the cost implications of complete asbestos removal.

(c) That representation on the Ministry of Education's committee examining the asbestos issue be requested.

For the forthcoming 1990 OPSBA Awards Program, Mrs. Clarke said she would like to put forth two motions.

Moved by Mrs. Clarke:

That, due to the timelines this year, the Hamilton Board of Education submit the name of the winner of the Walter Clarke Award as its candidate for the Fred L. Bartlett Memorial Award. CARRIED

Ms. Stewart commented serving on the Walter Clarke Award Selection Committee was a privilege and that the calibre of the candidates was extraordinary and made for a difficult choice.

Moved by Mrs. Clarke:

That the Secondary School Principals' Association be requested to select a student candidate as this Board's nominee for the Award of Merit in Memory of Jack A. MacDonald. CARRIED

Mrs. Clarke mentioned the coming OPSBA conference in Ottawa on 1990 06 8-10 and said this would include many excellent workshops and urged the members to join.

Mr. Kennedy recalled that during the asbestos presentation to the Ministry of Education, it was his impression the asbestos concern was important to the Ministry as Mr. Sean Conway did mention the possibility of granting $14 million to school boards. He urged the Board to actively pursue this Ministry commitment and noted the media should continue the pressure to meet this promise. Mr. Kennedy hoped the OPSBA would join hands with the school boards in pursuing the asbestos grant with the Ministry.

Mr. Rielly said there is no direct response to date from the Ministry on the asbestos program. He stated the Board's request for capital expenditure on asbestos is receiving consideration but nothing has come down into translating this to dollar figures.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Update - Pilot Program in Native Languages (Mohawk)

Ms. Rappolt gave a verbal update on this pilot program and noted that while this program was deferred because of lack of students, the co-ordinators continued to monitor this concept. She said it was confirmed the program could not be offered at the elementary level at this time in a way that is fiscally responsible. Ms. Rappolt added the co-ordinators would be looking at the city community by community and exploring whether a third language program at the secondary level is needed. Part of that study will involve native languages.

Mrs. Bishop noted that in 1989, Statistics Canada showed there were about 11,000 people with native ancestry in this city and this was projected to be 20,000 by the turn of the century. She said this should provide the rationale for the pilot program and was pleased it was still being explored.

Mr. Stewart questioned why this was not considered a Heritage Language Program.

Ms. Rappolt clarified this program is related to a Ministry guideline and partly due to a community request to which the Board should respond if there are at least 15 such requests from native families. She added that Mohawk is considered a second language in the same way as French.

In response to Canon Roger's query as to what steps were taken to contact the native community in Hamilton so they could take part in the program, Ms. Rappolt said letters were sent out and interviews were held specifically at the Indian Centre at Barton Street to gather feedback and information.

Canon Rogers stressed the program should be "owned" by the native communities if it is to succeed.

Ms. Rappolt explained to Miss Detwiler a map of the city showing the location or "clustering" of the native people was brought to the May Development Committee as a reference and the same map would be used again in studying the program for the secondary level.

It was agreed:

That the Update - Pilot Program in Native Languages (Mohawk) be received for information.

Final Report - IBM Microcomputer Music Proposal

Ms. Rappolt reviewed the report with the members. She noted Mr. Glenn Mallory, Music Co-ordinator, came to the July 1989 Development Committee with her to provide the progress report on the program.

Of the five schools involved in the pilot, Ms. Rappolt said four expressed interest and enthusiasm and suggested making this program part of their budget for this year. She said Mr. Mallory will have further meetings with I.B.M. to discuss software and equipment relative to the program. However, Ms. Rappolt underscored they are not prepared at this time to make any recommendation relative to system implementation of this project.

Miss Detwiler requested clarification about the Computers in Education Department of Recommendation (c) of the report and Ms. Rappolt replied there was a change of name from Computer Studies to Computers in Education to accommodate a shift in emphasis.

Moved by Mr. Korz:

That the following recommendations regarding the Final Report - IBM Microcomputer Music Proposal be approved:

(a) That the increased use of computers in music education be actively encouraged at the school level.

(b) That the Music Co-ordinator prepare recommended lists of software and equipment for the direction of school computer committees.

(c) That the Computers in Education Department provide courses for music teachers when the demand warrants. CARRIED

The meeting then adjourned.

Read and confirmed,

Chairman

rt

MAY, 1990

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DEVELOPMENT COMMITTEE

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MINUTES OF THE DEVELOPMENT COMMITTEE
1990 05 03

Present: Mrs. J. Deans (Chairman Pro Tem); Trustees Johnston, Patenaude Barker, A. Stewart and Clarke.

Not Present: Trustees Allen and Kennedy.

Also Present: Trustees Bishop, Cunningham, Hicks, Hill, Lowe, Mulholland, Penner, Rogers, and R. Stewart.

Officials Present:

K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
R. Kawai (Superintendent of Information Management Services)
B. Orlando (Superintendent of Plant)
J. Forrester (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
R. Lavoie (Superintendent of Schools - French as a First Language)
R. Kennedy (Assistant Superintendent of Staffing)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special Services)
G. Rutledge (Controller)

Mr. Rielly called the meeting to order and asked for nominations for Chairman Pro Tem.

Moved by Mrs. Clarke:

That Mrs. Deans be appointed Chairman Pro Tem. CARRIED

Mrs. Deans asked for confirmation of the minutes of the last regular meeting of 1990 04 05.

Moved by Dr. Johnston:

That the minutes of the last regular meeting of 1990 04 05 be approved as presented. CARRIED

Mrs. Deans informed the members of the change in the order of the agenda. After the Report of the Working Group re Mandate (Focus) for the Study re Environmental Concerns, the committee will adjourn and re-convene in the Lower Auditorium for the Update - Implementation of Compensatory Education Report of 1989, as presented by Area 1, followed by the session on System Priorities with Respect to Strategic Planning.

Mrs. Deans recommended that the trustees read the editorial in this evening's Spectator relative to recent comments expressed by some elected officials at City Hall about the Board of Education's budget.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report of the Working Group Re Mandate (Focus) for the Study Re Environmental Concerns

Mr. Rielly reported that this Working Group has not had an opportunity to meet. A report will be presented to the Development Committee at a later date.

NEW BUSINESS:

System Priorities with Respect to Strategic Planning

The trustees and officials met in groups in the Lower Auditorium to work on a planning process to determine system priorities for the coming year.

OPSBA Update

No update was reported.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Update - Implementation of Compensatory Education Report of 1989, Area 1

The Committee welcomed the Area 1 Team who would be making the presentation and Mr. Jim Forrester, Superintendent of Schools - Area 1, introduced the presentors: Mrs. Barbara Howard, Area Supervisor, Ms. Trish Nanayakkara, last year's Special Assignment Teacher, and Ms. Mary Johnson, currently the Special Assignment Teacher in Area 1.

Mrs. Howard referred to the Compensatory Education program in Area 1 and said that tonight's presentation would highlight some of the problems that have been identified, provide some suggestions for improvements and detail some of the success stories.

Ms. Nanayakkara provided a short history of compensatory education in Hamilton. She stressed that concerns were zeroed in on the performance and abilities of the children as well as the lack of parental support and understanding of the program. Ms. Nanayakkara reviewed for the members the identified problems observed in the children and the program as a whole.

Ms. Mary Johnson shared the program's achievements in some schools through a slide presentation. Ms. Johnson highlighted the following key factors

identified as contributing to the program's effective implementation: (a) working with smaller groups, (b) recognition of the children's efforts, (c) workshops, particularly in the Junior/Senior Kindergarten Panel, (d) sharing of information and ideas with parents through get-together sessions, newletters, etc. and (e) volunteering and community involvement.

Ms. Stewart commended the presentation and said it was very inspiring. She noted that there are many gifted and extraordinary members of the community and she wondered how these individuals could be approached to share their talents and expertise during the workshops and brainstorming sessions of the compensatory education program.

Mr. Rielly agreed saying these individuals could contribute greatly to the program. Mrs. Howard added these people may be invited to join the small groups which provide workshops to the community. She said they would look into this possibility.

Dr. Johnston expressed his appreciation with the report. He asked how the summer skills program related with compensatory education.

Mr. Forrester responded that not all communities had the summer skills program so they encouraged people to take advantage of other community programs available.

Mrs. Bishop also expressed her pleasure with the presentation and stressed that interaction with parents is important. She further stated the Board is fortunate enough to have dedicated resource persons for the work that is going on relative to compensatory education.

Ms. Johnson clarified for Mr. Hicks that the program co-ordinators continuously work to foster motivation and enthusiasm among the compensatory teachers and, although attitudes are hard to change, they are hoping what was started with the program would continue.

Mrs. Howard confirmed for Mrs. Deans the compensatory education teachers are doing excellent work. For motivation and proper co-ordination, teachers interact with each other and share views and "compare notes" to deal with common problems. However, she said these teachers could transfer out of the program if they wished.

Mr. Forrester highlighted the importance of staffing the compensatory education program. He noted a key course of action stressed to the principals is to make the teaching staff "struggle to come into the program" rather than wanting to leave.

It was agreed:

That the Update - Implementation of Compensatory Education Report of 1989, Area 1, be received for information.

The meeting then adjourned.

Read and confirmed,

Chairman

rt

JUNE, 1990

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 06 07

Present: Mr. B. Allen (Chairman); Trustees Deans, Kennedy, Patenaude Barker and A. Stewart.

Not Present: Trustees Clarke and Johnston.

Also Present: Trustees Cunningham, Hicks, Hill and Mulholland.

Officials Present:
K. Rielly (Director of Education and Secretary)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special Services)

Mr. Allen called the meeting to order. To accommodate the students in the audience, it was agreed that the Canada-U.S.S.R. Project (Buchanan Park School) and the Update - The Woodward Way be moved up on the Agenda in order to deal with them first.

Mr. Allen thanked Mrs. Deans for chairing the May Development Committee meeting in his absence and then asked for confirmation of the minutes.

Moved by Ms. A. Stewart:

That the minutes of the last regular meeting of 1990 05 03 be approved as presented. CARRIED

Mr. Allen acknowledged the presence of some special guests in the audience and asked Mr. Jason Wong, a former History Supervisor with the Hamilton Board, to introduce the educators from China who have been visiting our school system, as well as other institutions in Ontario, this week.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

System Priorities with Respect to Strategic Planning

A report from the Director was distributed to the members.

Miss Cunningham noted this to be a very important agenda item which should be discussed when a majority of the members are in attendance.

Mr. Allen agreed with Miss Cunningham's views and requested Mr. Rielly's comments.

Mr. Rielly appreciated Trustees' Allen and Cunningham's concerns and expressed his disappointment that more trustees were not present. However, he pointed out that this item will be on the agenda for a number of meetings as Strategic Planning is seen as a process rather than a once a year event. He indicated that the information distributed this evening was a summarization of a period from the Spring of 1989 up to and including the discussion at last month's Development Committee meeting. Noting that four major topics emerged from the various discussion groups at last month's meeting, he highlighted the concern of both trustees and officials - Financial Accountability. Mr. Rielly added that at the June meeting of the Development Committee, more detailed discussions can take place and ways in which the Board can attack the issues considered.

In response to Mr. Kennedy's question for direction, Mr. Rielly said that report is for information this evening and that it be used in discussions at subsequent Development Committee meetings.

NEW BUSINESS:

Canada-U.S.S.R. Project (Buchanan Park School)

Mr. Rothwell expressed his appreciation for the opportunity to report on this school linkage program between the students of the Soviet Union and Buchanan Park School. This is a project he considered special and exciting and one which evoked quite an interest among the students of Buchanan Park School. He drew the members' attention to a fax message received from the Russian Embassy in Ottawa expressing their willingness to make the project work. Mr. Rothwell stated further that during this project it became evident to him that global problems will be solved by today's youth. He then called on Mr. John Leek, Principal of Buchanan Park School, who in turn introduced Mr. Peter Piche of Media Services, Ms. Carol Scaini, Vice-Principal, Buchanan Park School, and two students of the school (Cara Higson and Michael Knox) who would share their views on the program.

Mr. Leek said "glastnost", meaning openness, new treaties or friendship, came to be at Buchanan Park School three years ago through a pen-pal program. Since then, the program has attracted much interest and enthusiasm among the school's students and educators, as well as the Soviet Embassy in Ottawa and a major news station.

Ms. Scaini explained that the pen-pal program began in 1987 when a group of McMaster medical students visited Moscow; they carried and delivered a package of letters from Buchanan Park students to an English Immersion school there. Letters, sporadic at first, were received initially from Moscow but eventually correspondence arrived from a place called Chita in Siberia.

At this point, the two young students read samples of letters they had received from their Russian penpals.

Ms. Scaini mentioned that in a meeting with the Soviet Embassy officials and Global News, the possibility of a satellite link to Chita was discussed so that students could talk to each other. Given the cost constraints for such a link, a video of the project came about. With the collaboration of the Board's Media Department, the students and Ms. Scaini, a 12-minute video, "Friends to Friends - the U.S.S.R. Connection", was developed.

Mr. Piche shared with the members some insights in the making of the video of the project. The video was then viewed by the members.

Mr. Allen thanked Mr. Rothwell and his group for the interesting presentation.

It was agreed:

That the Report on Canada-U.S.S.R. Project (Buchanan Park School) be received for information.

English as a Second Language Program Review

Mr. Beveridge reported that it took the Review Committee eighteen months to put together pertinent data relevant to the English as a Second Language (ESL) Program and to develop the current information provided through this report. He then introduced his co-presentors: Mr. L. Aurini, Principal, Sir John A. Macdonald Secondary School, and Mr. N. Nunes, Consultant, English as a Second Language and English Skills Development.

The historical background of the program was briefly discussed by Mr. Beveridge. Tracing back, Mr. Beveridge recalled Canada has been a land of immigrants with varied culture, customs, and languages. To be able to effectively communicate and adapt to their new environment, these newcomers needed to learn the English language and this fuelled the start of the ESL program. The Hamilton Board of Education took an active stance in pursuing its ESL program. After several years that the program

had been in place, Mr. Beveridge said a comprehensive review was requested by the Director's office in order to develop definite guidelines for the program. In the report tonight, he emphasized three goals which prompted the review: (a) to make the Board aware of the growing demand for the ESL program, (b) to anticipate future needs which would impact on the public school system, and (c) to endorse the document to Senior Management and enable them to develop specific strategic planning.

Five target areas for focused study were identified by the review: Students, Reception, Assessment and Placement, Staffing, Program and Continuing Education. Messrs. Beveridge, Aurini and Nunes discussed the salient features of these five target areas together with the Review Committee's appropriate recommendations.

In answer to Miss Cunningham's query, Mr. Aurini confirmed the ESL classes actually contain the numbers indicated on page 27, even going higher in some classes. However, Mr. Aurini said that in component staffing model, the staff will try to maintain a slightly lower class size.

Miss Cunningham expressed her concern about component staffing and said that some students, particularly those in the advanced level, will not get as much teaching time and will be "short changed" by large class sizes. She hoped principals will watch the situation carefully.

Miss Cunningham suggested that the Principal of Woodward School and the staff there should be invited to outline some of the procedures they use as many of these young people new to Canada would benefit from the "Woodward Way" type of program. Miss Cunningham also suggested decentralizing the number of schools who offer the ESL program rather than have just one centre.

Miss Cunningham then asked whether the Multicultural Centre provided any translation services.

Mr. Beveridge and Mr. Nunes responded that the Centre has been most co-operative.

Mr. Beveridge, responding to Mrs. Hill's question, said the ESL report was being made public this evening but they would be prepared to share the information across the province.

Mr. Hicks indicated that he was uncomfortable with the mention of "appropriately funded ESL/ESD

support system" reflected on Page 8 of the report as this connotes financial implications. He wondered if the review would go beyond the mandate of the Ministry of Education. He also requested clarification as to the grants provided for the program.

Mr. Beveridge acknowledged that the review could pose some financial implications but stressed that the main purpose of presenting the review at this time was to provide the officials with guidelines for long-term planning and identifying the student needs. As to government funding, Mr. Beveridge confirmed there are appropriate grants for the ESL program although he could not expound on this. He said the report would be referred to the officials for consideration so they could make further study. He emphasized grants are a major concern.

Mr. Hicks questioned "beyond narrow definitions" on page 8 of the report.

Mr. Nunes responded that, while it was initially thought that growth would take place in the ESL program, it is just recently that it has received the kind of attention illustrated in the report.

Mr. Hicks praised the report as excellent and noted the tremendous amount of work along with sensitivity and care taken by the those involved in the development of the report. Mr. Hicks then stated it was time the Board put pressure on the government to assist financially, especially since Hamilton has been identified as the second largest area where immigrants are locating. He asked whether there had been a Tri-Board involvement in this report.

Mr. Beveridge responded that the development of this report took 18 months and to have attempted to pull in representative from other area Boards could have slowed the process. He added that the report could be shared with the surrounding Boards.

Mr. Hicks was most supportive of sharing all our information and expertise.

At this point, Mr. Allen announced a lack of a quorum. The members, after some discussion, agreed to continue the meeting for information purposes only.

Mrs. Deans agreed with Mr. Hicks that the taxpayers in this region cannot afford duplicate services to this population. She commented that she liked the report and particularly the theme that ran through it.

Mr. Allen thanked the presentors and expressed regret the Committee could not formally approve the recommendation in the report.

November 10th 1990 Conference of the Ecumenical Study Commission

Mr. Allen reported that this item was on the Agenda at the request of Dr. Johnston. In his absence and that of Canon Rogers who could have spoken to the issue, he informed the members that Mr. Rae McKay, a representative of The Ecumenical Study Commission on Public Education, was in the audience and would be pleased to provide some information. With the members' agreement, he then requested Mr. McKay to come forward.

Mr. McKay distributed copies of the leaflet "Religious Education in Ontario Public Schools, Questions and Answers" and provided some background information about the Ecumenical Study Commission on Public Education. He reported the Commission has been 21 years in existence. Recently, it has been lobbying the Government of Ontario to introduce, in place of the original religious education, a multi-faith task force which can assist in the development of policy and programs on religious education in the schools of Ontario.

When Mr. McKay indicated that it was the request of the Ecumenical Commission that they use the Board facilities, including the trustees' lounge for part of their conference on 1990 11 10, Miss Cunningham suggested this item be referred to the Operations Management Committee meeting on 1990 06 12. As the issue called for accessing Board premises, she stated the Operations Management Committee would be the appropriate standing committee for discussion of this matter. The members agreed to discuss this agenda item at the 1990 06 12 Operations Management Committee meeting.

OPSBA Update

No update was reported.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Update - The Woodward Way

Mr. R. Binns, Superintendent of Schools - Area 3, recalled that the initial report, made at the 1989 04 05 Development meeting, dealt with the changes that had taken place at Woodward School. The presentation tonight will provide an update on the program. Mr. Binns then invited Mr. D. Trimble, Principal, Woodward School, and Dr. Bruce Casie of

the Ontario Institute for Studies in Education, Niagara Centre to join him in the presentation.

Mr. Trimble reported the tremendous success of the program at Woodward School and expressed his gratitude to Mr. Stockwell, Mr. Binns, Mr. Al Scott (Area Supervisor, Area 3) and other persons involved with the project for their support. He then referred to a video on the Woodward project which he considered as the best way of celebrating the success of the program as well as communicating to the people the valuable changes introduced at Woodward.

The video, "The Woodward Way" was shown.

Dr. Casie said he was very impressed by the Woodward program as he has never been in a school where so many students felt good about themselves, thus creating a very positive school atmosphere. He added the teachers' co-ordinated efforts have contributed a great deal to the success of the program. Mr. Casie also commended the effective leadership and enthusiasm displayed by Mr. Trimble, Woodward School Principal.

Mr. Trimble emphasized that such a school-based project as Woodward could not be successful without supportive staff and he introduced the teachers of the school who were in the audience. Mr. Trimble added that decentralization contributed greatly to the success of this project.

Draft copies of a written report, "The Woodward Way: A Descriptive Analysis" were distributed to the members at the meeting.

Ms. Stewart stated her belief that seeds of learning are in the child's opinion of himself and said this program is just was is needed for students.

Mr. Trimble acknowledged Mrs. Deans' appreciation of his efforts at Woodward and stressed the program was a concerted effort of the school staff. He confirmed the program can be implemented in other schools.

Dr. Casie clarified for Mr. Hicks that no formal tracking has been done relative to the program although the positive feelings among the students equate with success for the project. He added that another study is underway to evaluate the students' academic performance pertinent to the program.

Mr. Allen thanked the presentors and said the Committee will look forward to the study referred by Dr. Casie.

It was agreed:

That the Update - The Woodward Way be received for information.

Report re Strategic Planning for French Immersion in Hamilton

Ms. Rappolt recalled that a report was brought to the trustees in January, 1990 in the form of a planning document. While a lot of work has been done on the document since then, Senior Management has decided not to bring an update to the trustees until all program details and costings are available.

Ms. Rappolt then briefly updated the members on what has been accomplished since the last report. She encouraged the trustees to contact either Mrs. Lowe or Ms. Stewart as both trustees sit on the Planning Committee.

The committee has been divided into 3 sub-committees: .Program, Chair: John Hill; .Equity and Access, Chair: David Gallagher; .Policy and Procedures, Chair: Nancy Nicholls.

A steering committee made up of these three people plus Greg Rutledge, Al Stockwell and Gail Rappolt is managing the work of the three sub-committees and keeping senior management informed.

After detailing the major areas of study, Ms. Rappolt reported that a Steering Committee has been formed, of which Mr. Greg Rutledge, Controller, is a member. Their task is to analyze the expenditures involved in the program, determine additional revenues, and thereby determine any additional financial cost to this Board of the French immersion program.

In the Fall, a set of recommended policies and procedures for French Immersion in our system will be considered and approved by Senior Management and then brought to the Development Committee in a comprehensive report for approval.

Miss Cunningham said she was pleased to hear that this report was being co-ordinated with input from the Finance Department.

In response to Mrs. Hill's question, Ms. Rappolt said that she hoped a report would come back to this Committee by the end of the 1990 year.

Mr. Allen thanked Ms. Rappolt for her update report.

NEW BUSINESS:

Special Assignment Teachers, 1989-90

Ms. N. Nicholls, Superintendent of Schools - Area 2, introduced the presentors: Ms. Margaret Roberts, Special Assignment Teacher, Area 2, and Ms. Kathie Hibbins, Special Assignment Teacher, Area 3.

The report commenced with a slide presentation which the presentors consider a way of celebrating the success of the Special Assignment Teachers in Areas 2 and 3. It was further mentioned that these slides were produced for staff development as well as a presentation tool to parents.

After the slide presentation, Mmes. Roberts and Hibbins provided detailed reports of their respective areas relative to Special Assignment Teachers. Both stressed that the intent of their presentation was to share with the Committee how Areas 2 and 3 successfully utilized the resource provided them by way of the Special Assignment Teachers.

Mrs. Deans expressed her appreciation for the presentation. She said it was unfortunate more members were not in attendance to hear the report.

Ms. Hibbins explained for Mr. Allen that the transition from "teacher centred to student centred classrooms" and active learning, which were the main thrusts of their assignments, may be difficult for teachers who are used to the traditional teaching styles. Mmes. Hibbins and Roberts both agreed that attitudes are definitely changing and positive results are being observed.

In reply to Miss Cunningham's concerns as to the tracking and evaluation of the students, Ms. Nicholls stated the difficulty with providing definite measurements of the program results is the lack of "constant" data which would allow for accurate comparisons.

Mr. Rielly pointed out that people learn in different ways and learning varies in every person. Because of the many variables and few constants involved, it would be very difficult to measure the situation objectively.

Mr. Binns stated that the visiting Chinese educators, introduced at the start of the meeting, are here to observe our learning styles as Canada has the

highest retention rates in keeping students in schools, followed by the United States, England and West Germany, in that order.

Mr. Hicks expressed his agreement with Ms. Nicholls' rationale as to the obstacles in evaluating the program at this time.

Mr. Kennedy observed that he had been hearing good feedback about the educational system but wondered why school dropout rates continue to escalate.

Mr. Rielly said that the school dropout rate was reported at 32% in the Radwanski Report but noted the validity of some statistical work done for that report was very much in question.

Mr. Allen thanked the presentors for their interesting report.

The meeting then adjourned.

Read and confirmed,

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Chairman

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DEVELOPMENT COMMITTEE (Board of Ed.)

1990 07 12

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 07 12

Present: Mr. B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Also Present: Trustees Bishop, Cunningham, Hicks and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)
P. Shewfelt (Superintendent of Finance and Treasurer)
B. Sinclair (Superintendent of Human Resources)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area Two)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
R. Lavoie (Superintendent of Schools - French as a First Language)
G. Rappolt (Assistant Superintendent of Curriculum)
J. Yurkiw (Assistant Superintendent of Special Services)
S. Rogers (Assistant to the Secretary)

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mrs. Deans:

That the minutes of the 1990 06 07 meeting be approved. CARRIED.

Mr. Allen drew the members' attention to the items on this Agenda which were discussed at the June meeting but, due to a lack of a quorum, no action could be taken. He asked the members to consider the appropriate action and noted the discussions around each topic were detailed in the minutes of the June meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

English as a Second Language Program Review
(Discussed at the June meeting)

Mrs. Bishop stated she wished to comment on this report on the Review of the English as a Second Language Program relative to its contents and manner of presentation. She felt that as a member of the Development Committee, which she noted has been operating for more than a year now, she expects a program evaluation to include a review of other Boards' practices. She also expects a report to consider the effectiveness of the program under review and to indicate what its objectives are, relay its relevancy, detail its achievements and state the intended results of its goals and objectives. She questioned the environment of the ESL student - how are they accepted and what is happening within the schools. In summary, she is asking for a much more comprehensive way of doing a program review. She added her disappointment that there was not community input,

that there was only one elementary person on the committee, and there was no costing of the program nor cost effective ways to extend this program suggested. In future reports, she would expect all these items to be addressed. As she read this report, she could not glean a strong sense of how effective the program is running or how it could be changed to operate more effectively.

Mr. Beveridge thanked Mr. Allen for the opportunity to respond to Mrs. Bishop's comments. He stated that this review was undertaken by a Committee and the report represents 18 months of hard work. He noted that the early meetings did provide discussion on many of the things Mrs. Bishop talked about. He referred to the covering letter on the report addressed to the elected officials which stated that a book could be written on any one of the areas involved in this program review. The Committee, however, focused its thinking and looked at the five target areas they considered absolutely critical. Noting that this report is to be a multi-year planning document, he stated that the Committee did accomplish its goals and that the strategies put forward within the 19 recommendations in order to serve students and staff are captured. He emphasized that these recommendations were not arrived at lightly and that input from a number of groups and presentations were sought. The Committee attempted to make this report as current as possible in order to allow the Board to prepare for what is going to happen in the future. He emphasized that this is a current and accurate review and reiterated that the Committee worked hard to deliver a report that will be a planning document for elected officials of this Board.

Moved by Ms. Stewart:

That the Report of the English as a Second Language/English Skills Development Review be accepted for information only and that this report be forwarded to Senior Management for purpose of multi-year strategic planning.

Carried.

Strategic Planning for the System
(Discussed at June meeting)

Mr. Rielly presented a report on the list of priorities that are to be addressed in the coming year as determined by trustees with input from the system and officials. He pointed out that "Resource Management" includes human and physical resources as well as financial resources and the accountability that goes with it as the number one concern of trustees. The recommendation in the report asked the Board to adopt these nine priorities in order to allow the officials to proceed with planning in August and to come back to the elected officials with further reports relative to the strategic planning.

Moved by Mr. Kennedy:

That the list of priorities as outlined in this report be accepted by the trustees to be incorporated into the Board's strategic plans.

Mr. Stewart questioned why the Plant Department was not listed as a priority in view of the renovations and rebuilding that are ongoing.

Mr. Rielly replied that while this aspect of the Plant Department's work was not considered as one of the major priorities a direction and procedures with respect to renovations and maintenance within the Plant Department are already in place.

Mr. Rielly also responded to Mr. Stewart's question that the priorities listed in this report are in random order and have not been not rank ordered.

Miss Cunningham did not support this priority list for Strategic Planing for the year. She would like the priorities ranked in order to see what is considered a more important area of concern. Referring specifically to the Integrated Information System, Miss Cunningham wondered what was involved, what would be the costs and how would this benefit the system. She cautioned that the student in the classroom must come first and that money has to be applied in that area.

Mr. Rielly recalled discussions at the workshop in May and noted these are a list of priorities and do not infer all the detailed planning has taken place. He reassured trustees that the next stage is to examine each priority to see what specific plans for review, development and implementation would involve. He emphasized that by setting these as priorities means that the trustees will see the strategies and the manner for accomplishing these priorities over the next five years.

Mrs. Deans asked how the Integrated Information System came to be a priority. She said priorities were identified by trustees and that Financial Accountability was number one. She stated that the four priorities as identified by trustees are the ones on which she wanted to focus.

Mr. Rielly said that the trustees could give direction and could rank order the priorities if they wished. He reminded the members that this is not a list from the officials. It was developed together with officials, the system and with the trustees.

Mrs. Deans asked why there were another nine priorities listed when the trustees identified four.

Mr. Rielly replied that there were not another nine; the priorities identified by trustees have been incorporated into the nine that are there. At the workshop on May 3rd, trustees identified Financial Accountability as number one, followed by Environment and Social Issues.

When Mr. Allen asked Mrs. Deans if she wanted to omit the other priorities, she responded that the four priorities of the trustees were listed on the top part of the report.

Mrs. Bishop thanked the officials for undertaking this task and said it was laudable to attempt to develop priorities as it is a very difficult thing to do. She felt the members were struggling with the complexity and difficulty of doing something in a way in which it has not been done before. She assumed that when a priority has been established it means that planning time of staff and the resources of the Board will be directed into that area. Also, come budget review time, areas identified as a priority would not receive such high budget cuts but attempts would be made to streamline resources into that area.

Mr. Rielly agreed and responded that strategies for building the budget would be in association with the priorities identified by trustees, system and officials.

For that reason, Mrs. Bishop said, it was crucial that the Board be in agreement as to what the priorities should be as it will mean a commitment of resources to that area. She felt, however, that naming nine strategies is perhaps too many to consider. She noted that members do not have a strong concept of what an Integrated Information System is and that there needs to be a presentation of what is involved. She suggested that before strategic planning proceeds that a further step be provided in order to understand this important process in proceeding into the 90's.

Mr. Rielly thanked Mrs. Bishop for her positive support and agreed it is a very important process that has been ongoing for the past two years. He clarified that these are nine priorities that are in various stages of being reviewed, developed or implemented. Over the next 5 years, each of these will evolve to various stages. As such, this has to be done systematically and with the full knowledge of the trustees. He stressed that before anything is implemented, trustees will see the review and how it is to be implemented.

Mrs. Bishop suggested it would be helpful to see a graph showing where all these nine priorities are in terms of review, development or implementation and she felt it would assist in gaining support to ensure the Board is agreed upon the strategic planning for the system and, therefore, suggested further discussion should take place.

Mr. Rielly agreed and said that this is a different process which must provide further information with things done in a systematic way and the implications of each of the steps in terms of resources needed. He noted this takes time and with the daily business of operating the system, the officials' time cannot be spent totally in planning. However, by August, much of this will be ready for presentation to the trustees in the fall relative to the strategy. Again, this is only the beginning stage of this process.

Mr. Allen thanked Mrs. Bishop for her comments and noted how much of what she said relates to the work of the Development Committee.

Dr. Johnston stated that the time trustees spent in developing priorities with senior management has resulted in four items which, he believed, encompass the nine listed in the report from Mr. Rielly. However, from the discussion tonight, there appears to be a real concern that these have not been prioritized relative to which of the nine are the most important. He supported the report as it was presented and the grouping of financial, human and physical resources under the one heading of "Resource Management". He felt that priorities of Resource Management, Organization Structure and Roles and Social Issues were the only priorities needed as they encompass all the issues in the nine that are listed.

Dr. Johnston suggested a motion to support the list of priorities in principle while waiting for further information and input as this would not impede the process but provide clarification and support the work that has been done.

Mr. Allen pointed out that there was a motion on the floor and he asked Mr. Kennedy if he would consider incorporating Dr. Johnston's suggestions in his motion.

At Mr. Kennedy's request, Mr. Rielly responded to Dr. Johnston's suggestions of reducing the priorities to broader categories. He stated that this could be done if the trustees wished but he explained the model as it stands involves planning, review, development and implementation of each of these nine priorities. He cautioned that confusion could be created in the system because some of the priorities that were declared in the previous year are on the list currently being developed.

Mr. Kennedy noted senior officials have taken the four main objectives and told the members what should be planned for the future. By approving this list of priorities, the senior officials can take the proper direction and, therefore, he could not accept Dr. Johnston's suggestion.

Moved in amendment by Dr. Johnston:

That the report on Strategic Planning be approved, in principle, and that the various priorities be referred back for re-grouping and prioritizing for presentation at a later date.

Moved by Mr. Hicks:

That the Document on Strategic Planning for the System be referred back to another workshop planning session.

Mr. Hicks appreciated the comments of the Director and the time spent in May to come up with these four areas of concern. He recalled that there was almost total consensus among the trustees. He believed that trustees have to look at what has been done in the past and what is to be done in the future in light of the financial situation of this Board and the City. He was recommending the whole document be referred back to a second workshop with all trustees present. He felt that times of serious financial constraint could change

the game plan and some things may have to be put on hold and adjustments made. He agreed that prioritizing may have to be done and he supported being honest with the system. He felt holding another workshop would not harm the system but suggested it be held early in September. He believed Financial Accountability should be a priority by itself and be all encompassing for the next few years. Also, Social Issues could be a broad category to include Race Relations.

Mr. Rielly responded that there was no need for a motion as the officials would welcome an opportunity for a further workshop to plan in a collaborative way with trustees and to discuss what is important in the system.

Mr. Hicks stated that he could not accept this report in principle and was asking for another planning workshop to perhaps make major changes and give a different direction.

Mr. Allen accepted the motion for referral back to a workshop and to use the Strategic Planning document as a starting point for discussions.

Mrs. Clarke said she did not have any difficulty with this report as it illustrated four large areas of priorities. However, with another workshop planned for September, she hoped that all trustees would be there. She recognized that the officials had assured the trustees that nothing would be implemented on any one of these issues until it comes back to this Committee for approval.

Mrs. Deans objected to another workshop as the trustees have set four priorities and she stated those listed at the May workshop should be the priorities for the system.

Dr. Johnston said he would vote against the referral motion as his amendment to the original motion justified both the need for a workshop as well as supporting the work that must be done in presenting and reviewing the priorities.

The motion to refer the document to another workshop was put to a vote and was Carried.

Role of Area Supervisors

Mr. Stockwell reported that an depth review was conducted this spring on the role of the Area Supervisor and it was agreed that their primary responsibility is to supervise and facilitate the effective implementation and delivery of curriculum. The other areas of responsibility that follow are noted in the initial paragraph of the report. Mr. Stockwell said a request for a report was made from this Committee when the role description was reviewed. He acknowledged that, in the early stages of the Area Supervisor's role, there were some periods of uncertainty resulting in considerable analysis and sole searching as to the direction of this position. The work done in the past year has been excellent and has provided a unified understanding with respect to the main emphasis of these positions.

Moved by Ms. Stewart:

That the Report on the Role of the Area Supervisor be received for information.

Mrs. Bishop stated she had requested this report as she was aware of the early difficulties. Noting this was a new position and that talented and experienced people were chosen to fill the roles, she wanted to be assured they were being used properly. She was pleased that the role of the Area Supervisor has developed and become a valuable asset especially in the area of program supervision.

Miss Cunningham asked how many of the area supervisors are working toward their Supervisory Officers papers.

Mr. Stockwell replied that two have their supervisory officers papers and two are actively working towards obtaining their papers.

Miss Cunningham recalled that when this position was developed, there was some concern that the Board did not have a training ground to move personnel into the areas of Superintendent of Schools. She expressed her concern that the last posting for a Superintendent of Schools did not result in any of the Area Supervisors applying for that job. Questioning the reasons why people would not wish to make such a career move, she said perhaps it should be considered next year as to how it has assisted those who are looking towards promotions to other areas.

Mr. Stockwell responded that if one of the Area Supervisors chose to apply for a position as Superintendent of Schools, the experience gained as Area Supervisor would be helpful but that should not be considered the only valid experience. Also, should an Area Supervisor choose not to apply for a Superintendency, the experience gained in this role would only be of greater assistance when he/she returned to the system as a principal.

Mr. Hicks asked who had assisted in curriculum implementation prior to decentralization.

Mr. Rielly recalled that the review that resulted in re-organization had focused on the need to improve the implementation of curriculum. Up to that point, curriculum was strongly "centralized" and while it was recognized that the Board was excellent in reviewing and developing curriculum, more assistance at the school level was needed in implementation.

Mr. Stockwell replied to Mr. Hicks' other concerns that the additional roles and responsibilities of the Area Supervisors, particularly as co-ordinator of the Area Team, were to assist in bringing the curriculum function together. While some of the roles vary from Area to Area, it does not change when it comes to curriculum.

Ms. Rappolt emphasized the importance of the Area Supervisor's role to the Curriculum Department.

The motion was put to a vote and was Carried.

Report re Freedom of Information Act

Mr. Kawai reviewed the report with the members and drew attention to the recommendations contained therein.

Dr. Johnston congratulated Mr. Kawai on the clarity of the report. He asked if the Board's records are catalogued and are they physically available.

Mr. Kawai responded that part of addressing the responsibilities around Bill 49 is to develop an implementation plan by doing an inventory of the records held by the Board and assessing the condition of the records. Once all the information is in, Information Management Services will recommend the procedures.

Dr. Johnston asked whether the Archives' will be playing an important part in this and is it known what percentage of these records are in the Archives?

Mr. Kawai said that the Archives records are included as part of the inventory and that practices and procedures will be developed accordingly.

Dr. Johnston asked whether the Board has a records management policy and is it being implemented?

Mr. Kawai replied that a procedures and retention policy will be a part of the project and will be reviewed in reference to current and possible legislative requirements. He said that the forthcoming report to the trustees will include recommendations relative to a retention policy.

Dr. Johnston suggested a member of the Archives Committee be included on the Committee developing this policy.

Ms. Stewart asked if Bill 49 made any reference to criminal records.

Mr. Kawai recalled that there is some provision included under personal information records.

Mrs. Deans asked how much information relative to staff is on computers and how confidentiality is guaranteed.

Mr. Kawai answered that a great deal of information is on computer relative to both staff and students. However, Bill 49 will also cover this information so that provisions will have to be made to ensure protection from unwarranted disclosure. Relative to confidentiality, Mr. Kawai said there were two aspects - the security of hardware itself as access to the computer is protected from telephone access; relative to persons who use the computers, a series of passwords and protective measures allow only authorized users to gain access

to certain information. He added that there is computerized backup of all information on a regular basis and, in the event of computer failure, the information can be restored.

Mrs. Deans recalled the presentations this past year relative to health records around the asbestos issue. She asked if a policy would be developed for the retention of health records of staff and students.

Mr. Kawai said that the Ontario School Records regulation was being revised and would address that aspect of what is retained on students and the length of time for our record keeping. He added that once this is known, it will be reported to the Board in addition to recommendations relative to our retention policy regarding staff records.

Mr. Kawai responded to Mr. Kennedy's question that he, as Superintendent of Information Management Services, has only very basic access to the whole system. Referring back to the system of passwords, he said these are established on a "need to know basis" in order to do one's job and that very few people within the Board have open access to all the information on computer.

Moved by Dr. Johnston:

That the following recommendations in the Report on the Freedom of Information Act be approved:

(i) That the Board designate the Chairman of the Board as the Head in accordance with Section 3(2) of the Municipal Freedom of Information and Protection of Privacy Act, 1989, Bill 49.

(ii) That authorization be given to the Head to delegate specific responsibilities through the Director to officials of the Board to assist in the implementation of Bill 49.

(iii) That Senior Management bring forward a report related to Bill 49 for approval by the Development Committee in the Fall of 1990. Carried.

Moved by Miss Cunningham:

That this meeting of the Operations Management Committee continue to meet past 23:00 hours. Carried.

OPSBA Update

Mrs. Clarke reported on the second annual meeting and convention of OPSBA held recently in Ottawa. Among the highlights was that, out of 1000 magazines, the OPSBA publication was declared the most improved publication for 1989 by members of the Educational Press of America. She reported that the Board of Directors supported a strong thrust in direction of dealing with Ministry issues. In addition, a workshop on difficulties experienced with the asbestos issue, which Mrs. Clarke chaired, and in which Mr. Stockwell was a presenter along with the Minister of Labour, was extremely well received.

Summer Adjournment

Moved by Mr. Kennedy:

That when this Committee adjourns it stand adjourned until the September meeting unless called for a Special Meeting by the Chairman of the Board. Carried.

ELEMENTARY/SECONDARY

Report re Strategic Planning for French Immersion in Hamilton
(Discussed at June Meeting)

Moved by Mr. Kennedy:

That the verbal update relative to Strategic Planning for French Immersion in Hamilton be received for information. Carried.

Special Assignment Teachers 1989-90 (Areas 2 and 3)
(Discussed at June Meeting)

Moved by Mr. Kennedy:

That the presentation by Special Assignment Teachers, Areas 2 and 3, be received for information. Carried.

The meeting then adjourned.

READ AND CONFIRMED

.....
Chairman

rm

MINUTES OF THE SPECIAL MEETING OF THE
DEVELOPMENT COMMITTEE

1989 07 20

Present: B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz, A. Stewart and Clarke.

Also Present: Trustees Baskin, Desmarais, Detwiler, Hicks, Lowe, Paquin, Penner and Rogers.

Officials Present:
K. Rielly, Director of Education and Secretary
P. Shewfelt, Superintendent of Finance and Treasurer
P. Beveridge, Superintendent of Curriculum and Special & Educational Services
R. Orlando, Superintendent of Plant
R. Kawai, Superintendent of Information Management Services
R. Binns, Superintendent of Schools, Area 3
R. Lavoie, Superintendent of Schools, French as a First Language
G. Rappolt, Assistant Superintendent, Curriculum
S. Rogers, Assistant to the Secretary

GENERAL

Mr. Rielly said that the purpose of this meeting was to provide an update on the Literacy Centre Proposal. He was pleased to report that both the Wentworth County and the Hamilton-Wentworth Roman Catholic Separate School Boards have indicated strong interest in being involved in this project. In addition, Mohawk College is interested as an acting partner.

Mr. Rielly went on to say that he has not received a response from the Ministry who is studying the proposal submitted to them.

Moved by Mrs. Clarke:

That the verbal update report on the Centre for Improvement of Community Literacy be received for information. Carried.

The meeting then adjourned.

READ AND CONFIRMED,

.....
Chairman

rm

A G E N D A (Board of Ed.)

DEVELOPMENT COMMITTEE

1990 09 13

Confirmation of the minutes of the last regular meeting of 1990 07 12.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. System Priorities with respect to Strategic Planning (from July, 1990 Development) - Pages 1 to 15

NEW BUSINESS:

1. OPSBA Update

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 09 13

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Planning Workshop

BACKGROUND:

At the July Development Committee meeting, the report on Strategic Planning was referred back to another workshop planning session to be held early in September.

Through the Chairman of the committee, a workshop planning team of trustees and officials was convened and a format for the planning workshop was developed to encorporate the following components:

1. A brief review of the May 3, 1990 Strategic Planning Workshop
2. A review of the list of priorities (major issues) reported at the June/July Development Committee meetings
3. A brief presentation by the person responsible for each priority
4. Small group discussion for clarification, questions and answers on the priorities
5. Brief reports from each group presented back to the large group discussion.
6. Reference to the global overview of the planning process

The attached information package will be of assistance as background in preparation for this very important workshop.

Prepared by: Trustee and Official Planning Committee

attach.

MAKING CHOICES FOR THE 1990S

HAMILTON BOARD OF EDUCATION DEVELOPMENT COMMITTEE MEETING

TRUSTEES AND SENIOR MANAGEMENT

May 3, 1990

PURPOSE: To involve trustees in strategic planning

OBJECTIVES:

1. **To seek involvement, commitment and cooperation between Trustees and Senior Administration.**

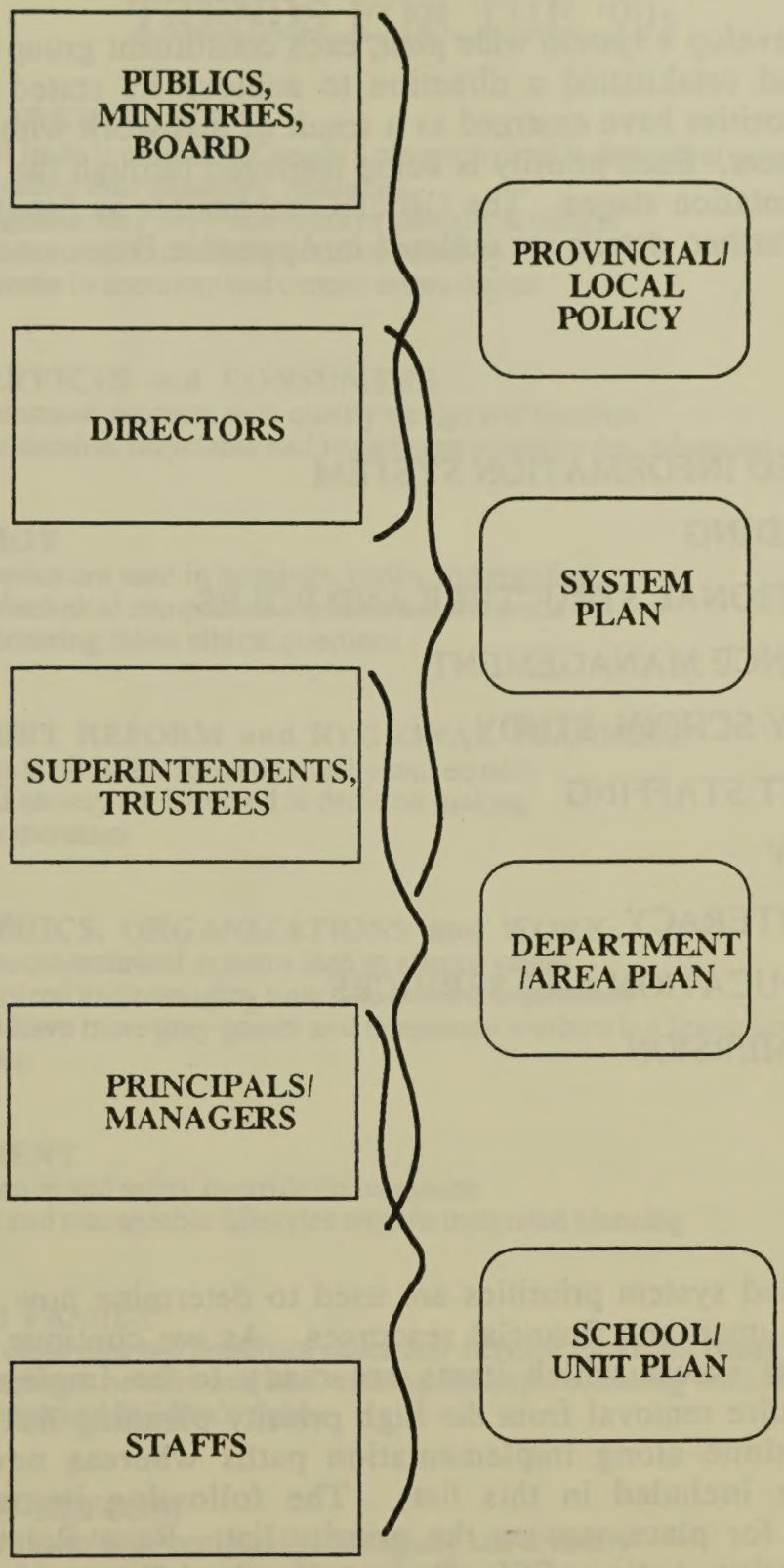
2. **To develop a greater understanding of the different roles in the planning process.**

Over the past year, Trustees and Officials have been faced with many issues which will influence future directions of the Hamilton Board of Education. The issues outlined here come from major sectors.

1. Trends for the '90s (Appendix A)
2. Provincial Legislation (Appendix B)
3. System Issues (Appendix C)
4. System Priorities (Appendix D)

On the following page is a diagram showing how various groups in our system work together to set directions and achieve goals.

LEVELS OF SYSTEM PLANNING



In order to develop a system wide plan, each constituent group identified its own plan and established a direction to achieve its stated goals. The following priorities have emerged as a result of this work with and through all our members. Each priority is being managed through the development and implementation stages. The Official responsible is listed in the right column and further details are outlined in Appendix D.

INTEGRATED INFORMATION SYSTEM	R. Kawai
TEAM BUILDING	J. Forrester
ORGANIZATIONAL STRUCTURE AND ROLES	R. Binns
PERFORMANCE MANAGEMENT	K. Rielly
SECONDARY SCHOOL STUDY	A. Stockwell
COMPONENT STAFFING	D. Rothwell
PAY EQUITY	B. Sinclair
PRIMARY LITERACY	N. Nicholls
SPECIAL EDUCATION AND SERVICES	J. Yurkiw
FRENCH IMMERSION	G. Rappolt

These identified system priorities are used to determine how we use and manage our human and financial resources. As we continue to work on them, we will assess which items are ready to be implemented and, therefore, require removal from the high priority planning list. The items removed continue along implementation paths whereas new priorities emerge to be included in this list The following items are under consideration for placement on the priority list: Race Relations, Child Care, Affirmative Action, ESL, Decentralization/ Reorganization, and "The Environment".

Appendix A

TRENDS FOR THE '90s

GLOBAL MARKETPLACE
- international trade is critical to Canada's prosperity and is dependent on policy and technology rather than on natural resources
- changing organizations to be competitive globally is painful
- satellite communication creates a world community
- Japan dominates in economy and certain technologies

GOODS, SERVICES and CONSUMERS
- consumers demand products with quality design and function
- products are durable, recyclable and knowledge intensive (eg. advanced ceramics)

TECHNOLOGY
- lasers and optics are used in hospitals, banks and retailing
- commercial/technical competition replaces the arms race
- genetic engineering raises ethical questions

GOVERNMENT REFORM and REGIONAL PLANNING
- governments at all levels focus on quality and equality
- all sectors of society are involved in decision making
- privitization increases

DEMOGRAPHICS, ORGANIZATIONS and WORK
- changes in socio-technical systems lead to altered values
- getting organized and managing time take on new importance
- work places have more grey power and temporary workers but fewer youngsters and entry level workers

ENVIRONMENT
- interdependence and safety override convenience
- viable cities and manageable lifestyles require integrated planning

SOCIAL and FAMILY
- health care, child care and preschool education become important issues
- flextime, employee benefits and staff training are important along with salary
- family violence and children's rights

EDUCATION REFORM
- students learn to tolerate complexity, ambiguity and diversity
- flexibility and innovation require new teaching strategies
- lifelong skill development is necessary to meet specialization needs for employment
- partnerships develop among educators, unions, industry and employers

Appendix B

PROVINCIAL LEGISLATION

Ministry of Education Initiatives - 6 areas of renewal
- Early Years JK - SK
- Formative Years 1-6
- Transition Years 7-9
- Specialization years 10-12/OAC
- Technological Studies
- Teacher Training

Bill 20	Lot Levies
Bill 34	Mill Rates (Muskoka)
Bill 45	OHIP - Health Tax
Bill 49	Freedom of Information - (schools)
Bill 64	Coterminus Pooling and shared assessment
Bill 65	French Language School Act - pooling
Bill 66	Superannuation - retired teachers
Bill 149	Trespass Amendments
Bill 208	Health and Safety Amendments
Bill 75	Minority Language Sections

Education Act Amendments - Consultation document, 1988
Copyright Amendments - Bill 60 exemptions
Adult Education and Continuing Education Funding
Transportation Grants - revised
Select Committee - 34 Recommendations
Premier's Council Report - Education, Training, Skills Development - Global economy
Religious Education Task Force
Deaf Education
Vision 2000 - C.A.A.T.'s
Fiscal year changes
Criminal Code Changes - protects minors - no touch without parental permission (under 18)
Child Care Position paper - School Board's role
Parental Leave - Benefits both parents
Supervisiory Officer Review - Role of S.O.'s - Certification amendments
G.S.T. - Impact on School Boards

Appendix C

SYSTEM ISSUES

TRUSTEES ISSUES
(Spring 1989 - workshop with L. Pickard)

- Funding (and Government pressures)
- Multiculturalism (and community pressures)
- System/Evaluation and Program Direction
- Relationships (with selves, officials, and community)
- Organization Structure and Roles
- Promotion Process and Succession Planning
- Training and skills.

SYSTEM ISSUES (August 1989)

I. STRATEGIC PLANNING

- Role definition/ responsibility
- Site based planning/ Decision-making
- Co-ordination of Department/Area Plans

II. TEAM WORK

- Team building/ individual role definition
- Team maintenance/quality of life
- Meetings/issues (Decision-making, facilitation, leadership)
- Monitoring team performance

III. INDIVIDUAL GROWTH ORG. EFFECTIVENESS

- Hiring practices
- Promotion Procedures
- Leadership Development
- Individual Growth and Development (non-teaching and teaching staff
- Performance Evaluation

IV. EFFECTIVE SERVICE

a) SUPPORT SERVICES

- Integrated Information System
  - Financial Information System
  - Employee Information System
  - Student Information System
- Accommodation, Renovations, Construction
- Staff allocations and transfers
- Public Relations
- Freedom of Information
- Health Services

b) CURRICULUM & SPECIAL SERVICES

- Secondary School Study/ Planning
- Middle School
- Child Care/Pre-school
- Life Long Education (adult education, re-entry, retention, Alter. Ed.)
- Computers in Education
- E.A.S.L.
- Special Education Project
- Behaviour project
- French Immersion

c) SOCIAL ISSUES

- Affirmative Action
- Pay Equity
- Drug/Alcohol Abuse
- Race Relations
- Religious Education
- Primary Class Size/SK extended day
- Family Violence

Appendix D

1. **INTEGRATED INFORMATION SYSTEM:** New automated systems must be developed to ensure the Board has access to accurate, timely and widely-shared information. These systems, designed to support decision-making in the 1990s, will include,-
   - Employee Information and Payroll Systems
   - Financial Information Systems
   - Student Information Systems

2. **TEAM BUILDING:** In order to maximize performance at all levels of the organization, we must develop effective teamwork in schools, areas, departments, and with trustees. This project will develop methods and practices for building and maintaining teams throughout the system.

3. **ORGANIZATIONAL STRUCTURE AND ROLES:** This item involves a clarification of roles resulting from our changing organizational structure. It also addresses the co-ordination of area and school plans as well as central department thrusts.

4. **PERFORMANCE MANAGEMENT:** This organization is in need of improved methods for reviewing performance at all levels. In order to accomplish this, it is proposed that a process will be negotiated which provides details to be used by staff throughout the organization.

5. **SECONDARY SCHOOL STUDY:** The development of short and long range priorities in secondary education designed to address changes in the Ministries' priorities, society's needs and employer's expectations for the 1990s.

6. **COMPONENT STAFFING:** The attempt is to develop a component staffing model which reflects the educational needs of students and allows for the provision of appropriate programs to meet the needs of the '90s relative to secondary school education.

7. **PAY EQUITY:** Reflecting the principle of equal pay for work of equal value, pay equity is introducing new values into our system. It represents the Board's commitment to achieve a fairer and more equitable workplace for all of our employees.

8. **PRIMARY LITERACY:** We have identified smaller class size, the Writing-to-Read program, the curricular document Growing into Language and the potential for all day SK in designated communities, as four strategies to assist in developing a strong literacy component to our primary division curriculum.

9. **SPECIAL EDUCATION AND SERVICES:** In order to provide the most enabling environment to meet the special needs of students, an ongoing review of programs and services is required, e.g. Gifted, Trainable Retarded, Learning Resource Teacher role, Social Worker role, Behaviour Management, etc.

10. **FRENCH IMMERSION:** A system committee struck in October, 1989 is examining this program and its delivery. This committee will bring recommendations for system policy and future direction to Development Committee during the remainder of 1990.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 06 07

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Strategic Planning

BACKGROUND:

In the spring of 1989, a workshop was held with officials and trustees with the purpose of identifying the major issues that trustees felt had to be addressed by the system. (appendix A)

The trustee issues, along with others identified by the schools, Board staff and the community, were considered by senior management and consolidated into ten major system issues. (appendix B)

This year, these ten major issues have been addressed through senior management and are in various stages of review, development and implementation. These issues were reviewed at the Development Committee meeting on May 3 in context with the Board's Strategic Planning Workshop.

At that meeting, the Director stressed the importance the mutual involvement and commitment of officials and trustees in the planning process for our Board. Reference was made to the fact that although planning does take place at various levels and issues emerge specific to that group, there are elements that influence and impact on the planning of other groups. (appendix C)

In the workshop held on May 3, trustees and officials reviewed with the superintendents, the ten major issues presently being addressed by the system. In addition, a number of other issues were identified for consideration in the overall Board strategic plan.

The following topics emerged from the various discussion groups:

Financial Accountability (budget process, Provincial incentives, tax revolt)

Environment (recycling, curriculum thrusts, policies and procedures)

Organizational Structure and Roles (review of reorganization, effective use of staff, component staffing, classroom issues)

Social Issues (child care, race relations, gangs, literacy, ESL)

RECOMMENDATION:

That the summary of the discussions of the May Development Committee meeting be accepted for information and be included for further discussions with respect to the development of the major priorities for the coming year.

Prepared and submitted by: K. A. Rielly,
Director of Education and Secretary.

-as
attach.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1990 07 12

To the Chairman and Members,
Development Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Strategic Planning

BACKGROUND:

In the report made to the Development Committee members on 1990 06 07, the priorities identified by trustees at the 1990 05 03 workshop were identified as follows:

Financial Accountability (budget process, Provincial incentives, tax revolt)

Environment (recycling, curriculum thrusts, policies and procedures)

Organizational Structure and Roles (review of reorganization, effective use of staff, component staffing, classroom issues)

Social Issues (child care, race relations, gangs, literacy, ESL)

Subsequent to that meeting, Senior Management has met as part of the year-end planning sessions and have incorporated trustee, system and officials' priorities to develop the list of priorities to be addressed in the coming year:

1. Integrated Information System
2. Management of Resources (financial, human and physical)
3. Environmental Issues
4. Performance Management
5. Race Relations
6. French Immersion
7. Organizational Structure and Roles
8. Special Education and Services
9. Secondary School Study and Component Staffing

RECOMMENDATION:

That the list of priorities outlined above be accepted by the trustees to be incorporated into the Board's strategic plans.

Prepared by: Senior Management
Approved by: Keith A. Rielly
Director of Education and Secretary

SUMMARY OF 1990 MAJOR ISSUES

ISSUE DESCRIPTION

QUESTIONS

MANAGEMENT OF RESOURCES: The Board is faced with the continuing decline of financial support and increasing program expectations from the Provincial government. In such an environment, it is imperative to develop strategies and gain commitment from trustees, officials and all Board employees with respect to the better utilization of all our human, financial and physical resources.

ENVIRONMENTAL ISSUES: Matters and issues of the environment have impacted all of us. In our schools, students at all levels are showing a keen interest in learning about and taking responsibility for the environment. At a corporate level, a number of environmental initiatives are taking place in the Board. Policies and procedures must be developed for both the curricular and operational aspects of this issue.

FRENCH IMMERSION: When the program began in 1975, there was not a clear statement of direction for French Immersion as a City-Wide program. As a result, decisions have been made to solve individual problems and past practice has become procedure. It is one of the priorities of Senior Management, as stated at the December 1989 Development Committee, to have a clearly stated philosophy, a set of well understood policies and procedures and a long range plan for the French Immersion Program.

ORGANIZATIONAL STRUCTURE AND ROLES: This item involves a clarification of roles resulting from our changing organizational structure. It also addresses the coordination of area and school plans as well as central department thrusts.

SPECIAL EDUCATION AND SERVICES: Special Education and Special Services, as an integral part of our program department, will provide an integrated and supportive role relative to the Board's mission and vision statements. The vehicle to accomplish this will take the form of a review of a number of our present special programs. This review will be a component of an overall program review being planned.

SUMMARY OF 1990 MAJOR ISSUES (cont'd)

ISSUE DESCRIPTION

QUESTIONS

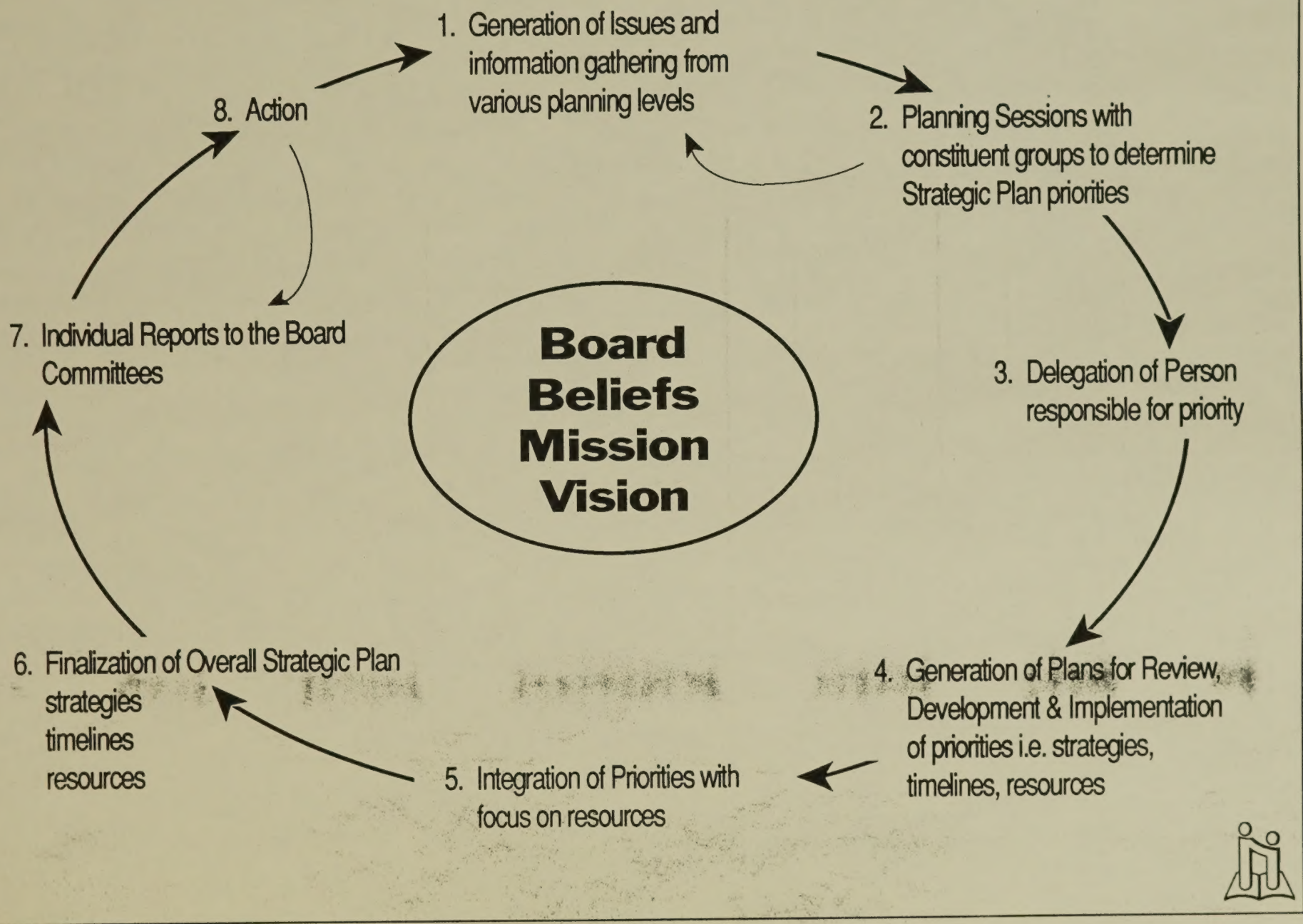
SECONDARY SCHOOL STUDY AND COMPONENT STAFFING: The Secondary School Study was established to review the delivery of secondary education in the light of new directions resulting from a change in provincial government. The study has focussed on five areas: Futures; Program Initiatives; Staff Growth and Development; Effective Program Delivery; and accountability. Component Staffing is a staffing model which is being negotiated between the Board and OSSTF. While Component Staffing is a separate issue from the Secondary School Study, it will have a significant influence on how program is delivered.

INTEGRATED INFORMATION SYSTEMS: New automated systems must be developed to provide the Board with accurate, timely and usable information. Computer systems must meet the organization's ever-growing need for ready access to reliable information on employees, finance, students, etc. As such we must develop and update effective information systems that are critical to decision-making, planning and program delivery.

RACE RELATIONS: The Board must develop a strategic plan to design programs, build commitment and gain community support for its draft Race Relations policy. The goal is to work towards achieving an education environment which promotes tolerance and respect for our racial, ethnic, cultural and religious plurality.

PERFORMANCE MANAGEMENT: This organization is in need of improved methods for reviewing performance at all levels. In order to accomplish this, it is proposed that a process will be negotiated which provides details to be used by staff throughout the organization.

System Strategic Planning Process



SEPTEMBER, 1990

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

INDEX

DEVELOPMENT COMMITTEE

1990 09 13

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

MINUTES OF THE DEVELOPMENT COMMITTEE

1990 09 13

Present: Mr. B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Also Present: Trustees Baskin, Bishop, Hicks, Hill, Korz, Penner and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
B. Sinclair (Superintendent of Human Resources)
R. Orlando (Superintendent of Plant)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
R. Lavoie (Superintendent of Schools - French as a First Language)
G. Rappolt (Assistant Superintendent of Curriculum)

Mr. Allen called the meeting to order and asked for confirmation of the minutes.

Moved by Mrs. Deans:

That the minutes of the 1990 07 12 meeting be approved as presented. CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

System Priorities with Respect to Strategic Planning (from July, 1990 Development Meeting)

Mr. Allen announced that tonight's meeting would take the form of a workshop. He drew the members' attention to the outline (attached - Page A1) that stated the purpose of the workshop, listed the objectives and detailed the format for the evening.

When Mrs. Deans recalled the concerns raised at the last meeting relative to whether the priorities being dealt with were the officials' or the trustees, Mr. Allen assured her that tonight's sessions would permit all concerns to be brought to the table for discussion.

Mr. Rielly reviewed the events leading to this workshop as summarized on Page 1. He indicated various Superintendents would be speaking briefly to the priorities as listed on pages 13 and 14.

Mrs. Bishop stated some of her concerns in the diagram on page 15 represents an incomplete process and suggested it has resulted in the problems experienced to date in determining priorities and goals of this Board.

Mr. Rielly stated that the diagram on page 15 is a simplistic illustration that focuses on the process of planning and the four major goals for the system. It indicates, as well, the ways in which issues are identified, how they become incorporated in the system plan and how the priorities are dealt with through reports to committees. He also noted the fact that those doing the

planning are not experts and he submitted that it is the trustees and the officials who must work together.

As Mrs. Bishop agreed there was not time for further debate on this, Mr. Rielly called on the Superintendents to speak to the nine major issues. Mr. Rielly added that while the priorities listed on pages 13 and 14 are not in any rank order, it is not "by accident" that Management of Resources appears first.

French Immersion
Ms. Rappolt explained that French Immersion is one of the major priorities as it is a program that requires a comprehensive plan for the system. The forthcoming report to the Board will include a clear set of policies and procedures as well as cost implications to enable this program to be offered as equitably as possible across the system.

Organizational Structure and Roles
Referring to information that will be distributed at the group sessions (attached - Appendix A), Mr. Binns highlighted the effects of decentralization from the profound impact on Senior Management to the more gradual impact at the school level. The move now is towards school-based management wherein each school is provided with the authority and resources to make changes as necessary.

Special Education and Services
Mr. Skidmore spoke of the emphasis towards placing Special Education and Services in an integrated and supportive role. He reported that the reviews currently underway are in concert with concerns voiced by staff and he expressed confidence that the analysis will be thorough with profitable results for all.

Secondary School Study and Component Staffing
Mr. Stockwell stated that the report coming out of the Secondary School Study is now in draft form. He stressed that it will be a planning document designed to provide a basis to look at secondary education both now and in the future. When it comes to the trustees, it will be recommended for approval in principle. Specific recommendations, with appropriate costings, will be detailed to comprehend the impact if the recommendations were implemented.

Integrated Information Systems
Mr. Kawai illustrated the three major information systems on an overhead (attached - Appendix B). Stressing the need to access information that is accurate, complete, timely and applicable, new ways for automation to improve the ways in which we provide information to others will be explored.

Race Relations
Mr. Sinclair noted that in March, 1990, the Board approved in principle the document on Race Relations. He observed that the task now is to give meaning to this document by making it live in the community and gaining the commitment and support for our objectives through the system and the community.

Environmental Issues
Ms. Gillie gave examples of the current trends in schools in addressing environmental issues. However, she stressed the importance of the Board providing leadership and direction

relative to program (curriculum) and developing and incorporating operational policies.

Performance Management
Mr. Rielly, highlighting the importance of this particular priority as it relates to the entire system, said employees are interested in knowing whether they are doing their job well within the given parameters along with assistance for improvement. A performance review model that takes into consideration what immediate supervisors think of their staffs' performance and enables data gathering from peers is needed.

At the conclusion of the presentations, Mr. Rielly underscored these nine key issues for the system. He expressed hope that questions will be asked of the appropriate superintendents in the small group sessions.

At 19:45 hours, the trustees and officials were divided into three groups.

At 20:40 hours, the meeting continued in the Board Room.

As requested, each group had designated a person to summarize their discussions. The following are point-form highlights of the concerns raised as summarized by the group recorder:

Group One: Reported by Mr. Rothwell

.Strategic Planning/Organization Structure and Roles
- parliamentarian is needed
- proper chairmanship of meetings is needed
- major area that needs work is with trustees
- in-house training for trustees is needed (e.g. Education Act and parliamentary procedures)
- what are the boundaries between roles of officials & trustees? Answer - IN-SERVICE for trustees
- do we have anyone on staff who knows parliamentary procedures
- SEAC has some good procedures, i.e. receiving of visitors
- officials also need training

All of these would improve our ability to accomplish strategic planning in a more effective manner than in the past

.Integrated Information Systems
- should this be one of the top priorities?
- do we have the manpower?
- decentralization - will information transmission suffer?
- information to the public is much improved than in the past
- staffing information given earlier this evening (at Personnel & Organization Committee meeting) was outstanding and is an example of what can happen (early and factual)
- this is a priority item with our Board

.Environment
- an idea whose time has come .... it will happen
- long term? - can we keep up our proposed efforts
- it's grass roots
- must be a strong part of our curriculum
- today's enlightened students are tomorrow's leaders

.Race Relations
- have the policy and the document but will take time
- also have to be aware of problems inherent in attitudes

Group Two: Reported by Mr. Korz

French Immersion Program - questions raised re data gathering process

.Race Relations
- should not be a separate issue but integral part of all things on the list

.Ministry Initiatives
- what happens with a change in government?

.Environmental Issues
- should not be a separate issue but integral part of all things on the list
- seek Ministry grants for funding (similar to separate system approved grant)

.Integrated Information System
- concerns re qualitative and quantitative aspect, i.e. do we have sufficient staff and resources for staff deployment?
.Freedom of Information Act - well in hand

.Organization Structure and Roles
- like to have trustee input on this issue as a follow-up to Priess-Shulman

.Performance Management - Trustees
- could be involved by supplying expertise in helping devise the process

.Community needs to be involved in as many issues as possible, e.g. environment and Race Relations
.have groups come to speak to us and give information out to them

Race Relations
- where is it at?
- needs expressed for more input from community
- is the tracking (employment) form available?
- suggestion to speak to Linda Sproule-Jones, Affirmative Action Co-ordinator, for more information

Management Resources
- concern - how will we manage use of facilities better?
- can we capitalize on this to better advantage the system?
- Adult Education needs better use - know realistic capacities
- re-deployment of resources will become more critical
- sensitivity to individual

.role of trustees vs. administrators - how can trustees have input on new and old issues

Group Three: Reported by Dr. Johnston

.Management of Resources
.Budget - resources much more than budget and referred to studying re-organization structure and staff
.as trustees we need five or six year plan for resource utilization procedures
.in the past, have worked under crisis management and one year plans
.as staff has stated, strategic planning is in place but trustees must decide how it will be implemented; must provide direction and cannot blame senior staff
.all long-range plans must be implemented within approved budgets and approved resources
.decentralization emphasized as each area and school accepts further individual responsibilities

.Race Relations
- there is a feeling that things are going too slowly; must remember it is a long-range document
- direction is required from the trustees to confirm this is a high priority with the Board
- the plan will provide timelines (grants are available, workshops are taking place)
- this issue is a very strong priority of senior management
- a question - is this one of the three top priorities of the Board?

.Organization Structure and Roles
- do we have sufficient flexibility in departments to handle change, i.e. people, resources, etc.?
- this flexibility is required and difficult decisions have to be made. Our priorities do change. These changes must be brought back to the trustees
- changes in use of resources will be justified

.Management of Resources
- it is important for the trustees to provide direction to Senior Management via a long range plan given the Board's financial limits
- discussions are required by the trustees to provide directions on a long-range plan regarding strategic planning
- we will not be able to move further without a financial plan and provisions of necessary resources
- long range plans must be implemented within approved budgets
- must allow for emergencies in our planning

Mr. Allen thanked the presentors and those who participated in this process.

Mrs. Deans praised the efforts of Mr. Norm Forster, Information Officer, and Mrs. Clarke for the amount of public relations that went into responding to telephone calls about the Board's budget. She also noted the material that was distributed to candidates in the recent provincial election and hoped the Board can afford to continue to do these kinds things.

Moved by Mrs. Bishop:

That the following priorities be accepted by the trustees to be incorporated into the Board's strategic plans.

.Management of Resources
.Environmental Issues
.French Immersion
.Organizational Structure and Roles
.Special Education and Services
.Secondary School Study and Component Staffing
.Integrated Information Systems
.Race Relations
.Performance Management

After Mr. Hicks stated his opinion that these priorities should remain as is without rank order, Mr. Rielly concurred from the officials' viewpoint.

Mr. Hicks hoped there was agreement among trustees that these priorities will be accomplished within budget guidelines and incorporated into a five-year budget plan. He added that some recommendations would be coming from the Ad Hoc Committee to Study the Budget Review Process. Mr. Hicks also spoke in favour of the need for more in-service for trustees and officials. He expressed his disappointment that the Ad Hoc Committee Studying the Budget Process have not had more trustees in attendance as some of the presentations has been enlightening on the problems officials face in the budget process. He emphasized the importance of trustees being "in tune" with the implementation strategies that are developing and to allow flexibility as required. He thanked the officials for their guidance and the preparation that went into this evening.

Mrs. Baskin clarified that one group's recommendation for in-service training for trustees was to promote an understanding of both the Education Act and parliamentary procedures so that meetings can be conducted properly. She noted that democracy means difference of opinion and, therefore, a sub-committee on the budget does not mean that everyone will come to a consensus on the budget. She added that she will continue to support both spending money on the needs of children and fighting for children's rights. She also reminded the members that this Board has had long-range planning before and gave examples from the tenure of the former Director, Mr. Krever, and that things have not been all bad in the past.

Mr. Hicks responded that his comments on budget planning was in reference to the amount of money the taxpayer must pay.

Mr. Rielly assured Mrs. Hill that the "Trends for the 90's" as listed on page 5 are incorporated with the list of priorities.

The motion was put to a vote and was <u>Carried</u>.

Mr. Rielly, on behalf of the officials, thanked the trustees for their participation tonight.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rm

MAKING CHOICES FOR THE 1990's

TRUSTEE & SENIOR MANAGEMENT

PLANNING WORKSHOP

September 13, 1990

PURPOSE:

TO CONTINUE THE PROCESS OF STRATEGIC PLANNING

OBJECTIVES:

1. To review our progress to date in the strategic planning process.
2. To provide further opportunities for involvement of trustees and officials in the planning process.
3. To gain greater understanding and commitment to strategic planning and the various roles in the process.

FORMAT FOR THE WORKSHOP:

1. Update on the System Plan - Director
2. Review of the nine major issues (priorities) - Superintendents
3. Small group discussion focussing on the major issues (priorities)
4. Brief reports back to the large group
5. Summary and recommendations

HAMILTON BOARD OF EDUCATION
SENIOR MANAGEMENT STRATEGIC PLANNING

MAJOR ISSUE: ORGANIZATIONAL STRUCTURE AND ROLES

Rationale:

This item involves a clarification of roles resulting from our changing organizational structure. It also addresses the coordination of area and school plans as well as central department thrusts.

Recommendations from the Preiss-Shulman Consultant's Report to the Hamilton Board addressed a number of organizational, philosophical and procedural changes including:

- Reorganized Board Committee Structure
- Reorganized Senior Management Team
- Increased Integration of Business and Academic Divisions
- Creation of Human Resources, Finances and Information Management Services Departments
- Reallocation of Some Program Support Staff to Superintendents of Schools
- Creation of 6 Area Offices
- Movement from a Highly Centralized System to a Balance between Centralized and Decentralized Functions.
- Development of Individual Plans for School/Division Improvements
- Democratic Decision-Making
- Reorganized Leadership Roles
- Increase Parental Involvement and Support
- Increased Board Involvement/Support of Innovations
- Clear Goals and High Expectations - Commonly Shared.

SCHOOL-BASED MANAGEMENT; WHAT IS IT?

School-Based Management is an organizational model for providing each school with the authority and resources required to implement change and flexibly shape program and service delivery to the community it serves.

Critical Components of School-Based Management Include:

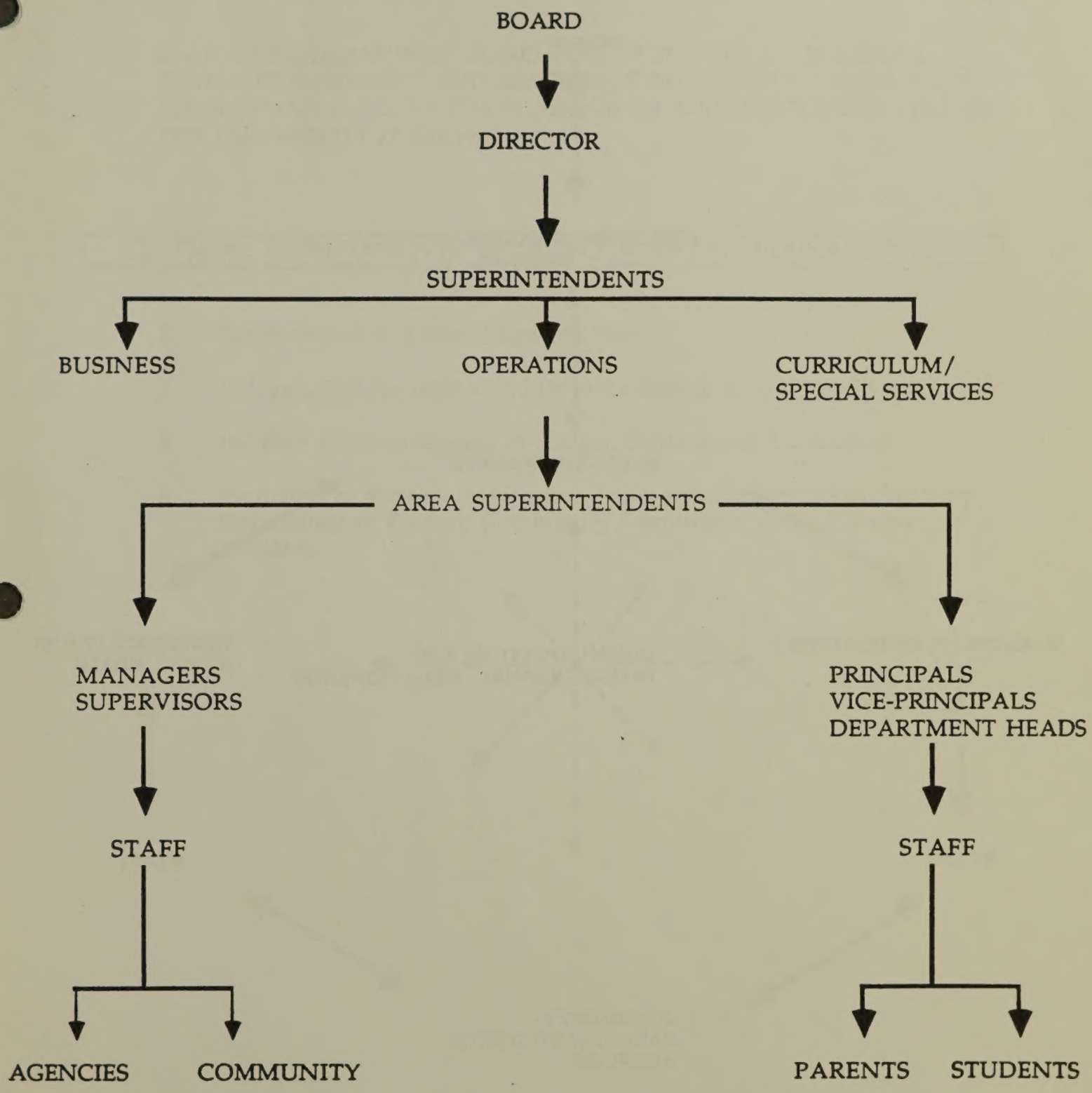
- the development of a school-centred plan which, while it operates within the mission and priorities of the governing board, attends directly to the special needs of the local students and community;

- delegation of the requisite authority and resource control to the school principals such that they may be held accountable for achieving these goals;

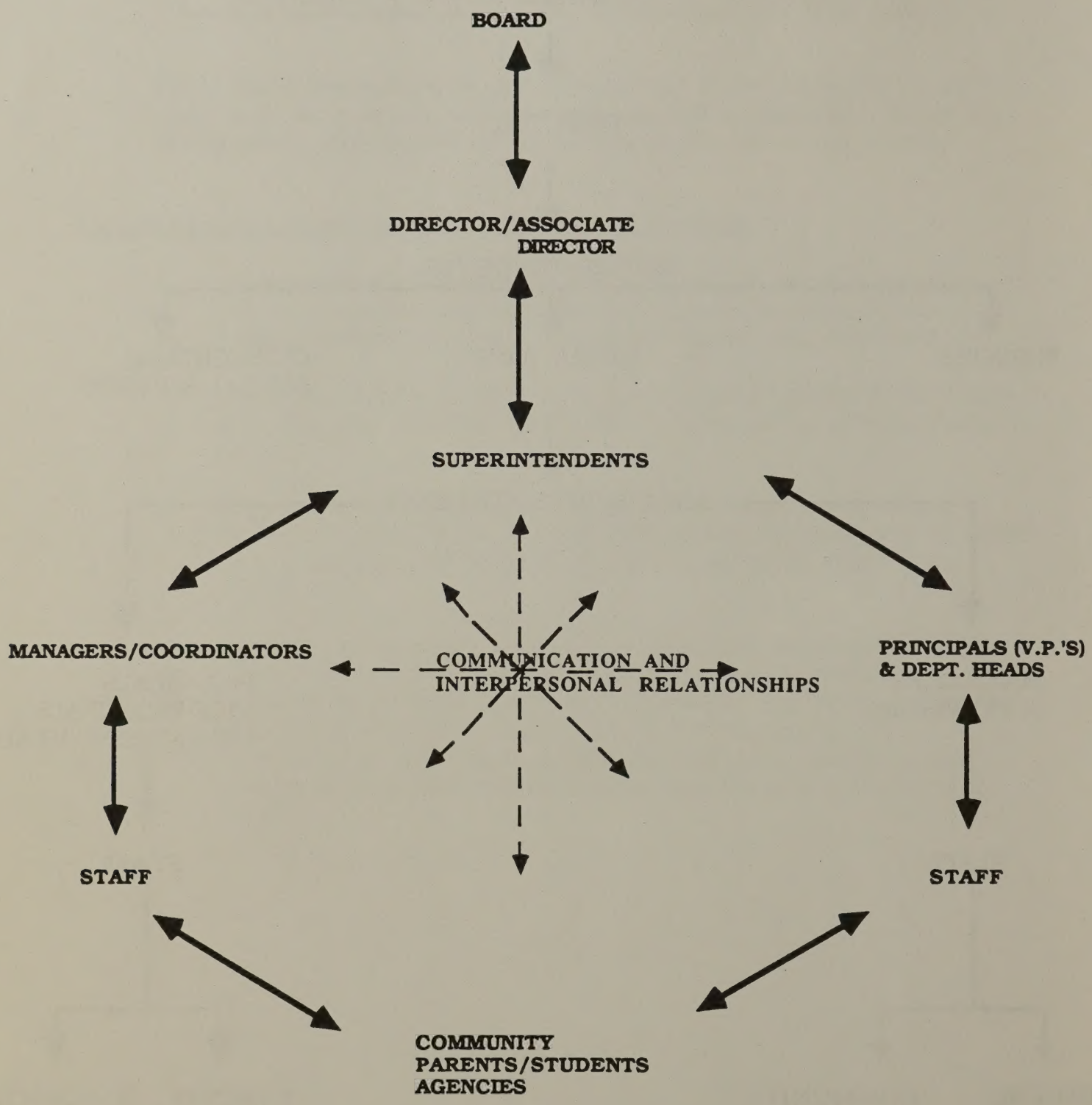
- a significant increase in school autonomy in the arenas of budget, staffing and curriculum; and the restructuring and refocusing of central functions based on the support and service needs requested by the schools; and

- participative decision-making within the school, drawing on the rich resource base of school staff thus simultaneously enhancing commitment and satisfaction while enhancing effectiveness; and the deployment of advisory committees of parents, community representatives, and where appropriate students at the high school level, increasing ownership by the local stakeholders in the life of the school.

FORMER ORGANIZATIONAL STRUCTURE



CURRENT ORGANIZATIONAL STRUCTURE



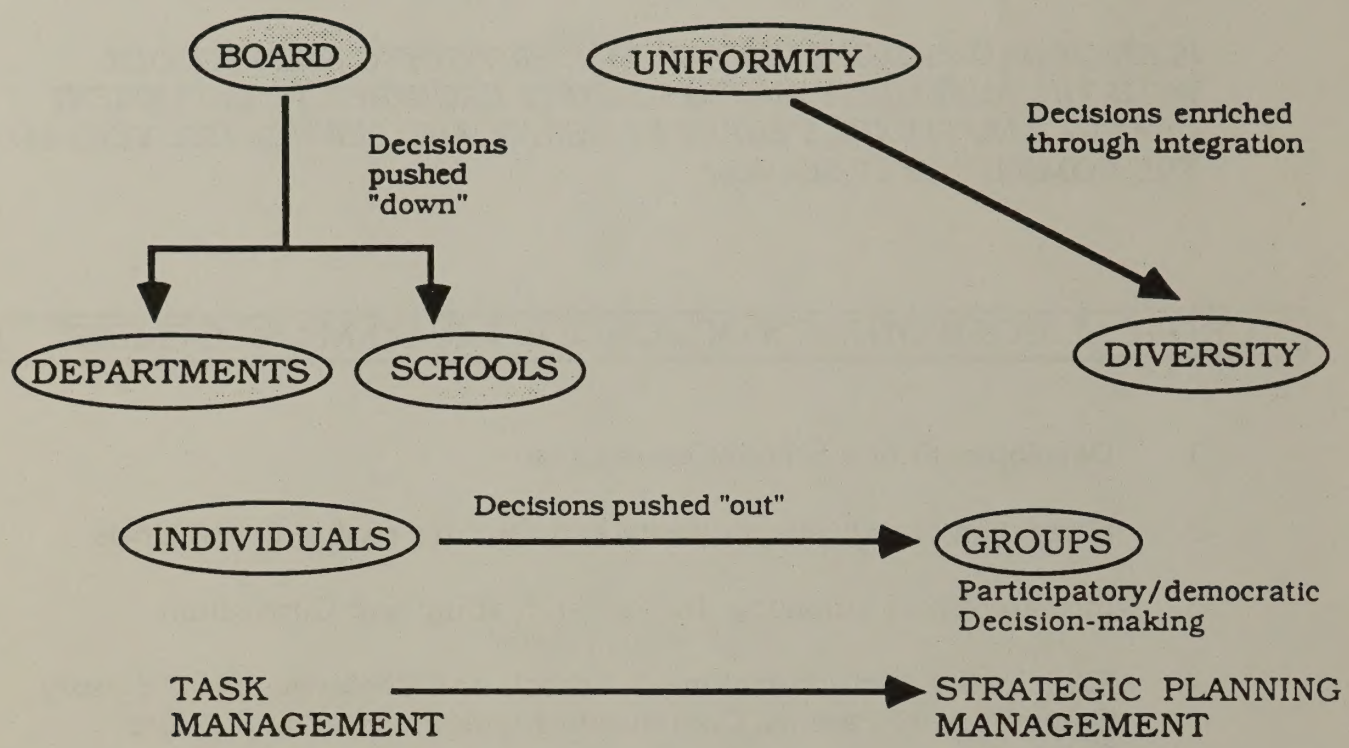
SCHOOL BASED MANAGEMENT

IS AN ORGANIZATIONAL MODEL FOR PROVIDING EACH SCHOOL WITH THE AUTHORITY AND RESOURCES REQUIRED TO IMPLEMENT CHANGE AND FLEXIBLY SHAPE PROGRAM AND SERVICE DELIVERY TO THE COMMUNITY IT SERVES.

CRITICAL COMPONENTS OF SCHOOL BASED MANAGEMENT

1. Development of a School-Centred Plan
2. Delegation of requisite authority and resource control to principals
3. Increase school autonomy in Budget, Staffing and Curriculum
4. Participative decision-making in schools and deployment of Advisory Committees of Parents, Community Representatives and Senior Students.

SITE-BASED DECISON MAKING MODEL



ANALYTIC FRAMEWORK: Who Does What? (For whom, where, when and how)

"ORGANIZATIONAL STRUCTURE"		"ISSUES"			
		1. PROGRAM	2. PERSONNEL	3. FINANCES	4. PLANT
Board					
Senior Management					
Division	Area				
Department	School				
Task Teams	Subject Dept's/ Teacher Teams				

DECISION-MAKING MATRIX

PROGRAM - "XYZ"

AGENTS	CITY	AREA	SCHOOL
Board	R	R	R
Director	R	R	R
Superintendent of Program	A	I	I
Other C.O.S.	R	R	R
Coordinators	D	I	R
S.O.S.	I	A	I
Area Principals	I	D	R
Principal	R	R	A
School Cabinet	R	R	D
Teachers	R	R	I

I = Provides Information

R = Recommends

D = Determines

A = Approves

SITE-BASED MANAGEMENT AND ROLE DEFINITION

IMPLEMENTATION STRATEGIES

STRATEGIES	Sept. '90	Sept. '91	Sept. '92	Sept. '93	Sept. '94	Expected Outcome	1990 Involvement
1. STEERING COMMITTEE						1. BOARD REPORT	1. COMMITTEE
1.1 Set Goals	✓					• Proposal Summaries	
1.2 Invite Proposals	✓					• Data Collection/ Analysis	
1.3 Negotiate "Ways and Means"	✓					• Outcomes and Recommendations	
1.4 Monitor Progress	✓	✓	✓				
1.5 Report to Senior Management and Board	✓	✓	✓				
2. PILOT SCHOOLS						2. PROJECT SCHOOLS IDENTIFIED	2. SCHOOLS
2.1 Develop and submit proposals	✓					• Proposals vetted	• School committees generate proposals
2.2 Negotiate Terms	✓					• Terms negotiated	• Presentation to Steering Committee
2.3 Address Program, Personnel, Finances and Plant requirements of proposal	✓					• Approval granted	
2.4 Set up Internal Monitoring Process	✓					• External and Internal Monitoring processes established	
3. IMPLEMENTATION						3. IMPLEMENTATION	3. IMPLEMENTATION
3.1 Identify obstacles	✓	✓				• Strategies Plotted	
3.2 Establish Incentives and Rewards	✓	✓				• List of obstacles identified	• Develop "levels of use" charts based on proposal
3.3 Develop and utilize Levels of Use Charts	✓	✓				• Incentives established	
3.4 Monitor Progress		✓	✓			• Levels of Use charts developed	• Establish monitoring team tasks
3.5 Report to Steering Committee		✓	✓			• Internal monitoring team reports	

DECENTRALIZATION & SCHOOL BASED MANAGEMENT

RATIONALE FOR SBM

GOAL

ROLES

DECENTRALIZATION OF DECISIONS

1. BUDGET
2. CURRICULUM
3. STAFFING

BENEFITS

1. IMPROVED LEARNING
2. AUTONOMY ENHANCES PERFORMANCE
3. SHARED DECISION MAKING
4. IMPROVED PROGRAM

LIMITATIONS

1. CONFUSION AMONG ROLES/RESPONSIBILITIES
2. POWER STRUGGLE
3. BALANCE
4. CONFLICTS

IMPLEMENTATION OF SBM

RISK

SUCCESS FACTORS

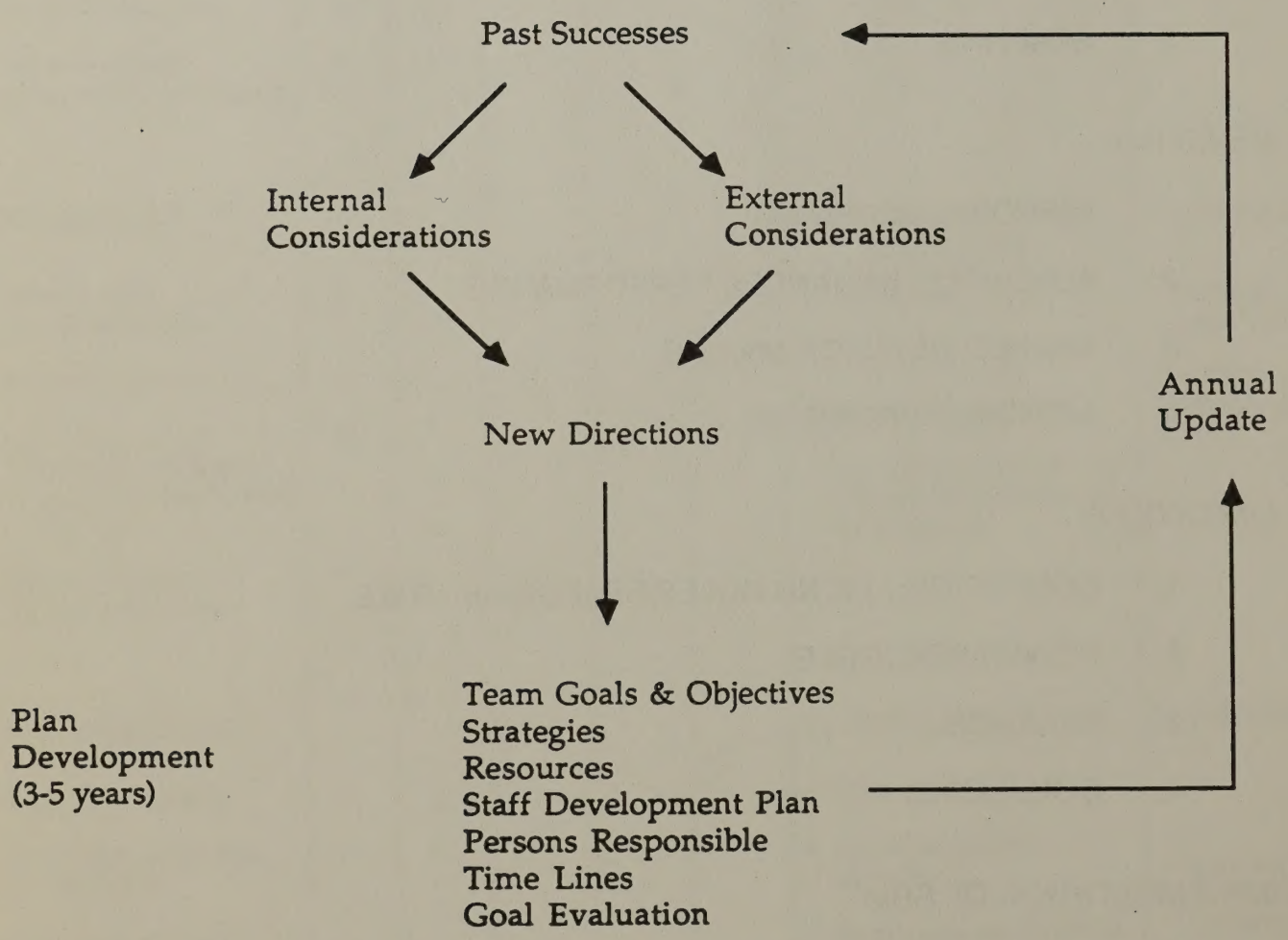
1. TRAINING
2. GRADUAL TRANSITION
3. FINANCIAL SUPPORT
4. SHARED GOALS
5. SHARED AUTHORITY
6. COMMUNITY SUPPORT

DEVELOPMENT OF A SCHOOL PLAN

STRATEGIC PLANNING (SCHOOL BASED PLANNING)

DEFINITION

PROCESS **(Model)**

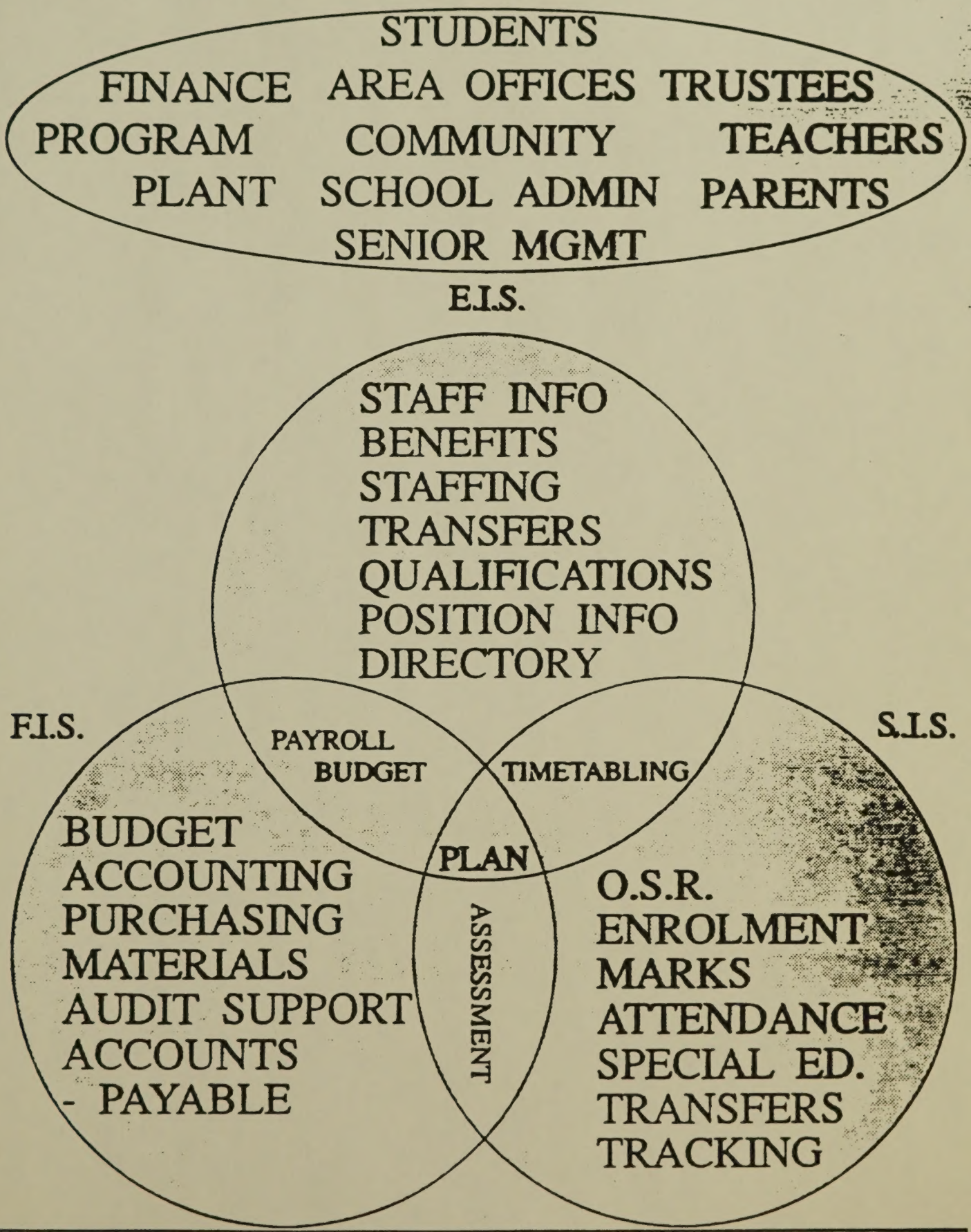


PRODUCT

Internal Reification

External Reification

INTEGRATED INFORMATION SYSTEMS SUPPORT:



I M S

A G E N D A

DEVELOPMENT COMMITTEE

1990 10 04

Confirmation of the minutes of the last regular meeting of 1990 09 13.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of Environmental Concerns Working Group — Pages 1 to 2

NEW BUSINESS:

1. Program Department Review — Pages 3 to 4
2. OPSBA Update

Education Centre
Hamilton, Ontario
1990 10 04

To the Chairman and Members
Development Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Report of the Working Group - Environmental Concerns

At the March, 1990 Development Committee meeting, a Working Group to study Environmental Concerns was formed.

As a result of discussions by the Working Group, consisting of Trustees Bishop, Deans and Korz and appropriate staff, the Hamilton Board of Education Environmental Policy is being presented for your consideration and approval.

Recommendation:

That the Hamilton Board of Education Environmental Policy be approved in principle as presented.

Prepared and Submitted by: The Working Group

Approved by: K. A. Rielly, Director of Education and Secretary

Hamilton Board of Education Environmental Policy

that the Hamilton Board of Education support and promote practices and programs which are compatible with a healthier, less polluted, and sustainable environment by:

creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development

ensuring that energy stays focused on grass roots (site-based) projects

acting as a role model and encouraging the use of the 4 R's (reduce, reuse, recycle, recover) at a personal, department, school, area and system level.

co-operating with public and private organizations and agencies

being accountable, through an annual review, to show progress toward this goal.

ensuring that schools, areas and departments analyze current operations and procedure to eliminate, where possible, practices which are inconsistent with this goal.

August, 1990

100 Main Street W.
Hamilton, Ontario
1990 10 04

To the Chairman and Members
of the Development Committee

Ladies and Gentlemen:

Re: A Working Paper For Program Review

BACKGROUND

The purpose of this paper is to present an outline to the system as to how the Review of Special Services will proceed as outlined in item nine of the board's strategic planning priorities. As indicated at the Development Committee meeting of 1990 09 13 the Special Services Review will take place within the broader context of program issues; **"The vehicle to accomplish this will take the form of a review of a number of our present special programs. This review will be a component of an overall program review being planned."**

This is very much in keeping with the Program Department's mission statement and philosophy that all delivery of curriculum must be in an integrated format. The leadership of the Plan will be shared by the three supervisory officers in the Program Department.

PROCESS

For a formal review to have any validity or credibility it must endeavour to have a broad base involvement of stakeholders. To this end, the following will be invited to participate in this process: Trustees, Superintendents of Schools, Area Supervisors, Co-ordinators (Curriculum and Special Services), Consultants, Psychologists, Speech and Language Pathologists, Social Workers, Adjustment Counsellors, Representatives of the Principals and Vice Principals Associations (Elementary and Secondary), Federation representatives, SEAC representatives, Home and School Association representatives, Ministry of Education and appropriate community expertise where needed.

A series of evening and day workshops will be held in order to obtain the necessary input. This series of workshops will be organized and conducted by a planning team resourced by members of the Staff Development Department. Following the input sessions, there will be a writing/steering committee which will prepare a working paper to be vetted through the initial input groups. Following this, the revised working paper will be vetted further with the appropriate stakeholders in the system including: Superintendents of Schools, Principals and Vice-principals Associations, SEAC, Area Supervisors and any other appropriate individuals or groups.

Following this vetting process, a revised working paper will be presented to Senior Management. The subsequent outcome will form a report detailing further task forces which will be required to further analyze and implement the recommendations as identified through this process.

It is expected that in subsequent presentations to the Development Committee all of this activity will parallel any budget review or initiatives flowing out of the Program Department. In essence this process provides for the development of a strategic plan for the Program Department within the total framework of the Board's strategic planning activities; ie. Item Nine of the Strategic Plan.

TIMELINES

1) Late October/early November - input workshops
2) Mid November - development of working paper
3) Late November - vetting of draft working paper with the system
4) December - presentation to Senior Management
5) January/91 - presentation to Development Committee

CONCLUSION

By undertaking this review within an integrated context, it is expected that the subsequent outcome will provide a comprehensive strategic plan for the Program Department over the next three year period. It is important to bear in mind however, that the plan must be sufficiently flexible to accommodate any new initiatives or revisions flowing from either the Ministry of Education, the Trustees, the community at large or the system itself. Nonetheless, an organized and planned framework will allow for any of these initiatives within a planned framework.

RECOMMENDATION

It is recommended that this report be received for information.

Prepared and submitted by: D. R. Skidmore
Superintendent of Program

Approved by: K. A. Rielly
Director of Education and Secretary

:ha

OCTOBER, 4 1990

DEVELOPMENT COMMITTEE

(Minutes)

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

1990 10 04

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE

1990 10 04

Present: Mr. B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Also Present: Trustees Bishop, Hicks, Rogers and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
G. Rappolt (Assistant Superintendent of Curriculum)

Mr. Allen called the meeting to order and asked for confirmation of the minutes.

Moved by Ms. Stewart:

That the minutes of the 1990 09 13 meeting be approved as presented. CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report of Environmental Concerns Working Group

Mrs. Bishop reviewed the report with the members. She recalled the environmental concerns raised early this year and the subsequent motions made, prompting the formation at the March 1990 Development Committee, of the Working Group to conduct a study and report back to this Committee.

Mrs. Bishop expressed her pleasure to be part of the Working Group with Trustees Deans and Korz and appropriate staff. As a result of their collaborative efforts, Mrs. Bishop stated the proposed Hamilton Board of Education's Environmental Policy was being presented for trustees' consideration and approval. She gave recognition to the following as valuable resources in the development of the Policy: the Ottawa Board of Education, the Hamilton Region Conservation Authority and the Outdoor/Environmental Education Review. Mrs. Bishop then explained the chart presentation detailing the six components of the Policy.

Moved by Mrs. Bishop:

That the report of the Working Group established to Study Environmental Concerns be accepted, and that the following Environmental Policy be approved in principle:

That the Hamilton Board of Education support and promote practices and programs which are compatible with a healthier, less polluted, and sustainable environment by:

- acting as a role model and encouraging the use of the 4 R's (reduce, reuse, recycle, recover) at a personal, department, school, area and system level.

- ensuring that energy stays focused on grass roots (site-based) projects.

- creating programs which provide students with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development.

- ensuring that schools, areas and departments analyze current operations and procedure to eliminate, where possible, practices which are inconsistent with this goal.

- being accountable, through an annual review, to show progress toward this goal.

- co-operating with public and private organizations and agencies.

Mr. Kennedy was pleased that most of the office supplies used by the Board are made from recycled materials. However, due to the growing demand, the prices of these supplies have risen. He suggested the Finance Department should actively monitor the availability of recycled products, make regular cost comparisons and initiate purchases when these products become affordable. Mr. Kennedy wondered if the Officials should be given direction in this respect.

Mr. Allen responded that would be beyond the responsibility of this Committee. He assured Mr. Kennedy that the Purchasing Department would exercise appropriate judgement in procuring these supplies for the Board.

Mrs. Deans welcomed the opportunity to be a member of the Environmental Concerns Working Group. She expressed confidence that the joint venture of the group has resulted in a sound Environmental Policy for this Board.

Dr. Johnston appreciated the manner in which the Policy was presented. However, he felt an annual review of the Policy may prove inadequate in achieving the anticipated

end results. Dr. Johnston suggested conducting varied publicity activities (new releases, contests, etc.) regularly to promote environmental awareness throughout the system. He added this is one way of sharing information among our schools. He urged the Working Group to initiate ways of increasing regard for the environment, perhaps through promoting proper waste disposal, newsletters, regular use of recycled products, providing blue boxes as well as composting systems in strategic areas of our schools, etc.

Mrs. Bishop appreciated Dr. Johnston's comments; however, she said the Policy is at its initial stage of development and requires regular review. The focus at this time is for the Working Group to report on its progress at least once a year. She explained further that it is the intent to provide each area of the organization with its own timeline relative to evaluating the implementation of the Policy.

Dr. Johnston acknowledged Mrs. Bishop's response but wanted to know how the Board will "publicize" its accomplishments relative to its Environmental Policy.

Mr. Rielly replied that many activities relevant to environmental issues are taking place in various areas within the organization with minimal leadership from Senior Management. He said it would be worthwhile to obtain feedback from these areas and share the information within the system. He added that increased awareness would result from such exchange of information.

Mrs. Deans affirmed there are already many environmental programs initiated and the school principals provide feedback on these activities through the school newsletters. On the need for blue boxes for recyclable waste materials and compost containers, Mrs. Deans thought it would be innovative to have our technological classes and vocational schools make these items for our schools.

Mr. Stockwell clarified for Ms. Stewart that the Board has no specific policy with respect to garbage disposal in the neighbourhood close to our schools. Schools have their own internal garbage disposal system and some provide the garbage containers and look after the disposal as well in the area of the school yard.

Ms. Stewart noted the rise in vandalism incidents in our schools and felt this is another issue which the Working Group should be looking at, especially those schools located near recreational parks.

Ms. Gillie assured the members that all the concerns raised with respect to the environment are being dealt with by school authorities. She further stated that recycling is a top priority among our teachers and worthwhile ideas keep coming from various sources within our system.

Mrs. Clarke complimented the presentation of the report, particularly the chart illustration of the Policy. She added this could serve as a model for presentations from other Working Groups.

The motion was put to a vote and was CARRIED.

NEW BUSINESS:

Program Department Review

Mr. Skidmore provided background information on the working paper for Program Review. He said this review emanated from the discussion of System Priorities at the September meeting of the Development Committee. He then discussed the highlights of the planned review.

It was pointed out by Mr. Skidmore that the purpose of the report is to present an outline to the system on how the Review of Special Services would proceed as reflected in the Board's strategic planning priorities.

Mr. Skidmore detailed the review process which would involve the participation of trustees, Senior Officials, appropriate staff, representatives from the Federations and the Ministry of Education, as well as community expertise if required. He noted the timelines set for the planned review and emphasized that flexibility would be ensured along the way to accommodate any new initiatives or directions from the Ministry of Education, the trustees and other sources throughout the system. Mr. Skidmore expressed his appreciation for the support and co-operation of everyone involved with this undertaking.

Mrs. Bishop was pleased with the report and stated the planned Program Review would be timely in light of having a new Superintendent of Program.

In response to Mrs. Bishop's question, Mr. Skidmore explained that the Officials are looking at a comprehensive Program Review to span the classroom level down to the individual students. He said further that all existing program reviews, e.g. the Diagnostic and Resource Team (D.A.R.T.), the Special Education Resource Teacher (S.E.R.T)., etc. would be incorporated within this umbrella review to forego bringing back "piece meal" program reviews to the Board. Mr. Skidmore believed this would provide a global view of how our system is offering its services, particularly Special Services. He added that this review will reinforce the established good practices.

In conjunction with Mrs. Bishop's concerns, Dr. Johnston hoped that in conducting the Program Review, all the key factors, i.e., resources, financial implications and program evaluation would be considered to achieve optimum outcome.

Mr. Skidmore assured the members that all avenues encompassed in the planned review would be looked at closely to establish the priorities.

Mrs. Deans supported the Program Review and was pleased to see many groups would be involved and provide co-operation with this undertaking because Special Services entail various social costs.

Mr. Skidmore affirmed for Mrs. Deans that the Officials would be tapping all resources from within and outside the system.

Moved by Mrs. Deans:

That the Report Re: A Working Paper for Program Review be received for information. CARRIED

OPSBA Update

Mrs. Clarke informed the members of an interesting undertaking at the recent OPSBA Board of Directors' meeting. The establishment of a Native Trustees' Special Committee resulted from issues raised throughout Canada pertaining to the treatment of native people. This special committee is expected to deal specifically with native educational concerns and issues.

Mrs. Clarke reported that OPSBA has welcomed three new members: The York Region Board of Education, the Metropolitan Toronto French Language School Council and the Public Sector of the French Language School Board of Ottawa-Carleton.

Mrs. Clarke reminded the members about the one-day forum (Governance for the 1990's) on the local Governance of Education scheduled for 1990 10 19 at the Holiday Inn, Toronto. The forum will serve as a first step in developing a reaction to Recommendation Number 27 of the Third Report of the Select Committee on Education. It was noted that registration forms were distributed to the trustees previously.

Two interesting and timely articles featured in the September/October 1990 issue of the Education Today magazine were endorsed by Mrs. Clarke. These are: The Development Charges Act and Education and Industry: A Vital Partnership for the 1990s.

Mrs. Clarke expressed her appreciation for the recent presentation, "Believe in Yourself, Be Drug Free", sponsored by the I.D.A. Drug Education Program and held at Sir Allan MacNab Secondary School. She was impressed with Mr. Alex Baumann, Olympic Double Gold Medalist and I.D.A. Drug Education Program Celebrity Spokesperson, and hoped he could be invited to speak in all Hamilton schools.

At this point, Mrs. Deans voiced her concerns on the reported incidents of violence in our secondary schools. She hoped that proper measures are being initiated by school authorities to control the situation.

Mr. Stockwell assured her that everyone in the system is aware of the problems. He cited his recent discussion with the secondary school principals and Sgt. Hayward of the Police Department aimed at addressing these concerns. He added that school procedures with respect to handling intruders and unexpected occurrences on our premises were reviewed. Mr. Stockwell stressed that in some instances the trouble erupting should not be thought to be directly associated with our schools as usually reported in the newspaper. He assured the members that the Officials, in co-ordination with the school authorities, are working on this concern.

Ms. Rappolt referred to a workshop on Family Violence where some interesting discussions arose in addressing the issues at hand. She said the information gathered from the session would be shared with the trustees.

Ms. Stewart expressed her concerns with the growing statistics on women and child abuse cases. She added the violent incidents may impact on our hiring practices, particularly the teaching career in light of these unpleasant incidents in some of our schools. She hoped the situation could be resolved immediately for the benefit of everyone in our system.

Mr. Stewart appreciated the opportunity to be present at the recent session of the secondary and compensatory school teachers with Sgt. Hayward as mentioned earlier by Mr. Stockwell. He added that there was very good interaction and hoped the police officer could be invited again to similar gatherings.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

NOVEMBER, 1990

DEVELOPMENT COMMITTEE

[B. of Ed.]
[Minutes]

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

1990 11 01

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GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

NEW BUSINESS:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 11 01

Present: Mr. B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Also Present: Trustees Cunningham, Hicks, Hill, Korz, Lowe, McWhinnie, Mulholland, Rogers and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area One)
N. Nicholls (Superintendent of Schools - Area Two)
R. Binns (Superintendent of Schools - Area Three)
P. Gillie (Superintendent of Schools - Area Four)
D. Rothwell (Superintendent of Schools - Area Five)
G. Rappolt (Assistant Superintendent of Curriculum)

Mr. Allen called the meeting to order and welcomed Mr. Paul McWhinnie, the newly appointed trustee, to the meeting. He then called for confirmation of the minutes of the previous meeting.

Moved by Mr. Kennedy:

That the minutes of the last regular meeting of 1990 10 04 be approved as presented. CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Status Report - Bill 49 (Freedom of Information)

Mr. Kawai reviewed the report and emphasized that Bill 49 has vital ramifications on information management for this Board as well as the other school boards. He reported the progress of the Freedom of Information Working Committee and the sub-committees in ensuring the effective implementation of the Bill throughout our system.

Moved by Mr. Korz:

That the Status Report - Bill 49 (Freedom of Information) be received for information. CARRIED

NEW BUSINESS:

Update - Hamilton Board of Education Environmental Policy

Mr. Rielly recalled the environmental issue was deemed one of the top priorities for this year and said Ms. Gillie volunteered to be the co-ordinator to oversee the various activities related to the environment within our school system and to bring updates to this Committee

when necessary. He called on Ms. Gillie to give her verbal report.

Ms. Gillie stated the Board's Environmental Policy has already established the framework for a sustainable environment. Referring to the grass roots projects, she expressed her appreciation for the warm response and enthusiasm received for the Policy throughout the school system. She read a portion of a school newsletter article which exemplified similar efforts in all Hamilton schools in promoting a better environment.

It was pointed out by Ms. Gillie that the Policy was developed to provide support, motivation and competent decision-making in our schools. She noted the Board's commitment to publicize all undertakings relative to this issue. To achieve the desired outcome, Ms. Gillie said a steering committee will be established to manage developments and activities with respect to environmental concerns. She noted that further updates will be presented to this Committee in the Spring.

Mrs. Clarke remarked that activities which start at the school level may involve a change in roles among the staff. Ms. Gillie clarified that everyone will be involved in all the activities planned and the way things are done will definitely involve some changes.

Mrs. Clarke referred to a Hydro publication, Current Magazine, and said it features timely information on environmental issues.

Moved by Mr. Korz:

That the Update - Hamilton Board of Education Environmental Policy be received for information.

Mr. Korz commended Ms. Gillie's update and said a steering committee to look after the environmental concerns in our system was an excellent idea. He expressed his interest to participate if trustee representation will be required.

The motion was put to a vote and was <u>CARRIED.</u>

Dr. Johnston said the environmental concerns will be a major challenge for teachers and students. However, he stated this issue should be viewed not just in terms of recycling materials, proper disposal of waste, etc. but rather in the context of a global concern. He mentioned a Toronto conference he attended recently with the theme, "Global Education: Looking at Tomorrow Today", which dealt with environmental issues. At that conference, Dr. Johnston reported there was discussion on the global education concept tied in with addressing the environmental issues. He said notable speakers in the community provided excellent views on global education at the conference and he wondered how this is perceived in our system.

Moved by Dr. Johnston:

That the Officials prepare a report outlining the extent to which Global Educational materials are being utilized within the Hamilton Board school system. CARRIED

Provincial Music Conference, Hamilton - November 15-17, 1990

Ms. Rappolt called on Mr. Russ Weil, Music Co-ordinator, who spoke about the upcoming music conference in Hamilton from 1990 11 15-17. Mr. Weil reported this gathering, entitled "Music for the 21st Century", has been in the planning stages for about three years and around 1,000 delegates from across the country are expected to attend. He said the music industry as well as publishing firms will have representation. Highlighting music and technology with a view to co-ordinating music with arts programming, Mr. Weil emphasized the event provides the opportunity for Music students from this Board as well as from other neighbouring school boards to showcase their talents before a variety of music critics. He then extended the invitation to the members and provided further details on the conference.

Referring to the String Program, Mrs. Hill wondered how the user-pay system has impacted on the program. Mr. Weil replied that statistics confirm enrolment has declined but advised this may be attributed partly to recent industrial strikes in the City. He said about 429 students have enrolled this year compared to 681 students last year. He indicated that, while the Board has been "compassionate" with students who have not paid their fees, no one is taking advantage of the system.

Ms. Rappolt acknowledged the supportive efforts of the String teachers in light of the situation.

Mr. Weil clarified for Mrs. Deans that the reduction in enrolment may impact on the Westdale program although it is a "wait and see" situation at this time.

Mr. Allen thanked Ms. Rappolt and Mr. Weil for their presentation.

Tri-Board Grade 7, 8 and 9 "Substance Abuse Curricula"

Ms. Rappolt called on Mr. Bob Chapman, Physical and Health Education Co-ordinator, to report on this important project which will be launched during the Drug and Alcohol Awareness Week (1990 11 19-24) in the Hamilton-Wentworth Region.

Mr. Chapman explained the details of the joint effort by the three local school boards in developing the Substance Use, Misuse and Abuse Curriculum for all grade 6, 7, and 8 students in the region. Mr. Chapman stressed that the proposed program is timely given the growing drug and alcohol problem among our youth today. Details

of the proposed curriculum will be given at an information session at the conference where the writers will answer questions or provide further information. The highlight of the event will be the presentation of the proposed program to the representatives of the three school boards. He then invited the members to attend this important occasion and said invitations will be distributed.

Ms. Stewart commended the presentation and expressed her interest in the tri-board project. She agreed the program will be a valuable tool in addressing the drug and alcohol problem. She expressed regret that some social service organizations, e.g. the Mariel's House (a women's shelter), which have been attending to many of our social problems have ceased operation due to lack of funding or support from the government.

In response to Mrs. Deans' query, Mr. Chapman said input from parents and students was taken into consideration in developing the proposed curriculum. He also provided details on the other activities and discussion themes for the event.

Mr. Hicks expressed his appreciation for these activities underscoring the importance in assisting our youth as well as providing factual information to the media about the drug and alcohol situation.

Mr. Chapman clarified for Mr. Mulholland that the program does not entail any financial implication for the Board. He noted the three boards contributed time and effort in the development of this project. He acknowledged the overwhelming support gathered from the various service groups and the community as a whole.

Mr. Allen extended the Committee's appreciation for the presentation.

OPSBA Update

Mrs. Clarke mentioned that the OPSBA newsletter, Fast Report, continues to provide excellent updates in the education field, particularly information on Ministry initiatives. She noted the on-going communication by OPSBA representatives with the new Premier pertaining to anticipated positive changes in education funding for the province.

The proposed OPSBA Provincial Communications Service Plan for Member Boards was brought to the members' attention. Mrs. Clarke recalled the proposal was received last Fall and discussed at a Caucus with the trustees. She then explained the highlights as detailed in the booklet circulated earlier to all trustees.

Moved by Mrs. Clarke:

That the Board of Education for the City of Hamilton approve in principle the Provincial Communication Service Plan for OPSBA Member Boards, subject to the fee being approved through the budget review process.

Mrs. Clarke clarified for Mrs. Hill that the proposal constitutes a package cost.

Mr. Kennedy expressed his opposition considering the budget constraints school boards face at this time and felt OPSBA should know about the current situation in the education field.

Mr. Korz shared Mr. Kennedy's opinion and said there may be duplication of some services we receive from OPSBA and those provided by our own service departments.

Mrs. Patenaude Barker voiced her concern with the recommendation and suggested the members and officials look at the current OPSBA annual fee paid by the Board and examine the services it covers.

Mrs. Clarke explained the annual OPSBA fee covers information items for trustees and staff pertaining to current educational affairs within the Province as well as press releases on Ministry initiatives. The proposed Communications Service Plan includes general communication with the public on issues common to most school boards as well as public relations strategies. She noted there is no duplication of current OPSBA services with those reflected in the proposal.

Mr. Hicks opted to postpone a decision until the Board's budget review process has been established. He reminded the members that 1990 has proved to be a difficult year for the system with respect to the budget.

Mr. Kawai said OPSBA has set a timeline of 1990 10 26 for member boards to respond to the proposal and noted the Board was already late with its response. He added OPSBA has indicated it would not proceed with the project if less than 30 member boards signified participation by the deadline.

Mr. Stewart supported the motion and said it would be cost efficient to utilize the collective expertise of all school boards. He said savings may accrue eventually with the joint sharing of information.

Mr. Mulholland suggested the recommendation be tabled for further review of its implications in light of the tight budget situation. He suggested the general concerns of the members should be clearly communicated to OPSBA in our response to their proposal.

Moved by Mr. Mulholland:

That the following recommendation be tabled until the Spring to provide enough time for a review of its implications and that a report be brought back to the Development Committee:

(a) That the Board of Education for the City of Hamilton approve in principle the Provincial Communication Service Plan for Ontario Public School Board (OPSBA) Member Boards, subject to the fee being approved through the budget review process. CARRIED

Mrs. Deans referred to the discussion on violence in some schools and commented that, with the country going into recession, this could give rise to youth gangs. She wondered when this issue will be placed on the agenda for members' discussion. She added this poses quite an impact on our school system.

Mr. Rielly reported the issue is currently being addressed through the Program Department.

Ms. Rappolt advised a report is underway and will be presented to the Development Committee either in December or early next year. She said there will be representation from various agencies involved with the Family Violence project as the issue goes beyond curriculum, extending throughout the community.

Mr. Stockwell commended the efforts of the Secondary School Principals' Association in addressing the issue as well as the continued support and assistance of the Hamilton-Wentworth Police Department and other community organizations. He acknowledged that total prevention may be difficult to achieve at this time but assured the members the school authorities are exploring all possible means to ensure the Board is on top of the situation.

Mr. Stewart referred to the minutes of a recent meeting of the Ontario Secondary School Principals' Council regarding violence in schools and said copies of these minutes will be put in the trustees' lockers.

Religious Education in the Public Schools of Ontario Conference

Dr. Johnston gave an update on the conference, "Religious Education in the Public Schools of Ontario" scheduled for 1990 11 9-10 in Hamilton. He noted the large registration list and the need to politely "turn down" some registrants due to limited conference facilities. He said the huge number of participants clearly proves that the whole Province recognizes the importance of the issue.

Motion to Thank The Chairman

Moved by Canon Rogers:

That the members express to Mr. Bert Allen their appreciation for the effective and competent manner in which the meetings of this Committee have been conducted throughout this past year. CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

DECEMBER 6, 1990

DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

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DEVELOPMENT COMMITTEE

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BUSINESS ARISING OUT OF THE MINUTES:

MINUTES OF THE DEVELOPMENT COMMITTEE 1990 12 06

Present: Dr. J. Johnston (Chairman); Trustees Allen, Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also Present: Trustees Baskin, Bishop, Desmarais, Hicks, Hill, Lowe, McWhinnie, Mulholland, A. Stewart and R. Stewart.

Officials Present:
K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
M. Quinn (Superintendent of Schools - Area 1)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
D. Rothwell (Superintendent of Schools - Area 5)
R. Lavoie (Superintendent of Schools - French as a First Language)
G. Rappolt (Assistant Superintendent of Curriculum)
G. Rutledge (Controller)

Dr. Johnston called the meeting to order. He noted the large public audience and expressed his appreciation for such a display of interest from the constituents on educational matters of great importance for this Board as well as the City.

Dr. Johnston then asked for confirmation of the minutes of the previous meeting.

Moved by Mrs. Clarke:

That the minutes of the 1990 11 01 meeting be approved as presented.
CARRIED

G E N E R A L

BUSINESS ARISING OUT OF THE MINUTES:

Status Report - Secondary School Review Committee

Mr. Stockwell reviewed the report with the members and said the working paper has been completed in draft form and will be circulated throughout the system for reaction. He added that a report based on the feedback will be developed and presented to the trustees for consideration. He emphasized that the committee has tied the responses to the study with other documents from the Ministry of Education as well as those prepared within the system. He then referred to Page 2 of the report which reflects the timelines pertaining to the process of finalizing the report.

Mr. Stockwell clarified for Mrs. Hill that the draft working paper will be circulated to the various groups within the system which have stakes in the study, i.e. the secondary school principals, the Ontario Secondary School Teachers' Federation,

various curriculum co-ordinators, etc. He said responses are also expected from the secondary schools (including the middle schools as this school level serves as the link to secondary education), as well as from the Home and School Council.

In response to Mrs. Clarke's concerns, Mr. Stockwell explained that a course document outlining the whole secondary program is available in the schools and a copy is given to each student going into the secondary level. Also, counselling is provided to students within the elementary school level about the secondary school programs. Mr. Stockwell assured the members that the system is well prepared in informing the students where the specialized programs can be located.

Mr. Stockwell, in reply to Mrs. Deans' query, said the final report will be presented to the trustees for their consideration and approval. He noted that a workshop for trustees is reflected in the timelines to provide them the opportunity to review and respond to the report before it is finalized and presented at the Development Committee in June, 1991. He added there would be no difficulty providing a copy of the draft working paper to any interested member at this time.

Moved by Mrs. Deans:

That the Status Report - Secondary School Review Committee be received for information.

Mr. Mulholland, in referring to the vocational secondary schools and the transition from middle school to secondary school, expressed hope there will be adequate input and discussion pertaining to vocational and skills training courses. He urged the committee that the vocational area be addressed fully in their report.

The motion was put to a vote and was CARRIED.

Status Report - Child Care

Ms. Rappolt briefly discussed the background information on Child Care which stemmed from the approval at the Board in November, 1988 of a series of recommendations for a proposed policy. The operation of the Umbrella Family and Child Centres of Hamilton was also discussed by Ms. Rappolt, as well as its existing working relationship with the Hamilton Board. In the development of the Board's policy on child care, Ms. Rappolt stated that consideration was given to the Federal and Provincial issues raised, particularly the clarification of the relationship between the Ministry of Community and Social Services and the Ministry of Education as to responsibility for child care. Some key facts were identified to give rationale for the constraints and

inroads encountered throughout the whole process. She concluded that it is necessary for the trustees and officials to look closely at the draft Policy on Child Care at this time in order to address the unresolved issues and make firm decisions for the present and future.

A diagram (attached) which illustrated the concerns and facts around the child care issue was distributed and explained in detail by Ms. Rappolt. She pointed out the many factors emanating from the Ministry of Community and Social Services, the Ministry of Education, the Region and the Hamilton Board which impact on the decision-making process for child care.

Ms. Rappolt then discussed the existing relationship between the Board and the Umbrella Family and Child Care Centres of Hamilton regarding child care. She referred to recent correspondence from the Board's solicitor which outlined the legal opinion pertaining to the Umbrella Corporation's impact on this Board's proposed policy. Ms. Rappolt assured the members that the solicitor is currently reviewing the by-laws and documents to ensure that everything is in order with respect to addressing the child care issue between the Hamilton Board and the Umbrella Corporation.

Ms. Rappolt proceeded to discuss the five models of child care delivery detailed in the Canadian School Trustees' Association Child Care survey. She noted that Model E closely resembles the Board's stand on child care and that the prevailing attitude of trustees under this model is one of support.

Mrs. Deans wondered if the request of the Ministry of Education to assume responsibility for child care will include funding. Ms. Rappolt responded that this invoked quite an interest and clarification from the Ministry is eagerly anticipated. However, Ms. Rappolt reported that, at this time, everything is "in limbo" with cooperative work being done between the two ministries but no definite decision as to where responsibility truly lies.

Ms. Rappolt, in reply to Mrs. Deans' question, said that from a program standpoint, there would be advantages accruing if responsibility for child care is assumed by the Ministry of Education. She noted that the Board's Family Studies classes in high school are closely tied to the child care centres as well as the parenting course which requires practical work with child care.

Ms. J. Powell-Fralick clarified for Mr. Kennedy that the co-operation process with the agents of other provincial government ministries referred to in the proposed policy will be done through the Umbrella Board.

Moved by Mrs. Baskin:

That the following recommendations re Child Care be approved:

(a) That the Status Report - Child Care be received for information.

(b) That the Draft Child Care Policy for the Hamilton Board of Education be presented to the Development Committee for information and response in February of 1991.

Mrs. Baskin commended the efforts of the people behind the report.

Mr. Mulholland expressed his appreciation for the partnership undertaken by the Board with the Umbrella Corporation and praised the excellent work of the people responsible for the report.

Mr. Hicks inquired if, with the new schools, the Board has received any funding from the Ministry; and if so, whether these schools are being monitored for concerns or any different directions occurring. He referred to calls received from the community regarding their expectations. He felt the Board should provide feedback to the Ministry of Education regarding these concerns.

Ms. Rappolt responded that no information has been collected formally regarding this. She remarked that when child care is attached to a school, difficulties may be expected particularly with access boundaries. She called on Ms. Gillie to provide information on this matter.

Ms. Gillie stated that at Lincoln Alexander Elementary School it is the general expectation from parents that if their children attend the day care program, they can be accommodated in the elementary school as well. It was noted by Ms. Gillie that some of these children do not live within the school area and if they were admitted could pose accommodation concerns. Presently, only those students living in the school boundary are permitted to attend regular classes following day care.

Ms. Powell-Fralick commented that as far as the Ministry of Social Services is concerned, the day care services should be available to the entire community and would cover every child, 3 to 9 years of age.

Mr. Hicks said that when this report comes back to the Board, the key item for consideration and discussion should be the inter-ministerial responsibility on child care.

Referring to Ms. Gillie's statement regarding accommodation concerns relative to child care, Mr. Korz cautioned that the Board has the tendency to assume some projects which may fall beyond its mandate. He expressed concern with the costs associated with day care and wondered if this should be part of the Hamilton Board's "load".

Ms. Rappolt acknowledged there are some costs involved with this undertaking. She assured the members that a cost analysis will be among the key concerns to be addressed fully in the Draft Child Care Policy to be presented to this Committee in February, 1991. In addressing Mr. Korz' concern that day care may be beyond the Board's mandate, Ms. Rappolt referred back to the diagram presented earlier and emphasized that the early education opportunities provided in day care have a definite impact on the child's learning development, i.e. ability to read and write, etc.

Ms. Stewart supported the motion and congratulated the efforts of the presentors. She stated the report has indicated clearly that child care is a program mandated by the Ministry although a broad range of education issues need to be addressed fully. She expressed her interest in the progress of this issue and was looking forward to receiving the report in February, 1991.

Mrs. Baskin noted that in most countries, including Japan, responsibility for child care rests with the Ministry of Education. She urged that child care statistics be closely looked at as this may assist in weighing the benefits accruing for education.

Mrs. Deans voiced her approval of the recommendations and said this is timely in light of societal problems with our youth which stem from the fact that children do not get enough care and attention when they are young. She hoped the Ministry would provide the required funding for this undertaking.

Mrs. Bishop expressed her pride as Chairman of the Umbrella Corporation and appreciated its current undertaking on child care. Although the Board may not be at par with other boards as to child care (she mentioned Toronto has 17 programs in place), Mrs. Bishop stated that the Board's programs along with the close and steady relationship it has with the Umbrella Corporation provides a good start. She then cited some key findings and statistics from various U.S. child care studies which correlate the benefits of child care with education.

Mr. Mulholland stated that although key U.S. studies on the child care issue confirm the benefits children

get from early education, he was apprehensive about the Board spending a sizeable amount of tax dollars on this project. He felt the responsibility still lies with the Ministry of Social Services or the child care specialists.

The motion was put to a vote and was CARRIED.

At this point, Mr. Korz suggested the members deal with the Report re Strategic Planning for French Immersion in Hamilton as the next agenda item in consideration of the large public audience who came to hear that report.

Moved by Mr. Korz:

That the Report re Strategic Planning for French Immersion in Hamilton be the next item on the agenda. CARRIED

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Report Re Strategic Planning for French Immersion in Hamilton

Ms. Rappolt introduced the members of the Strategic Planning Committee: Mmes. N. Nicholls, Superintendent of Schools (Area 2) and L. Veerman, Manager - Budget; Messrs. J. Hill, Co-ordinator of Languages; G. Rutledge, Controller; and D. Gallagher, Principal (Norwood Park School). She also acknowledged the contributions of the other members of the committee in the preparation of the report, particularly Trustees Lowe and A. Stewart.

Having had some reservations of joining the Strategic Planning Committee at the start, Mrs. Lowe remarked it was quite a revelation for her to be part of the committee and have the opportunity to understand the complexity of the issues. She underscored that complete honesty and openness prevailed within the committee in developing the report and addressing the key concerns. She commended the hard work and dedication of the whole committee.

Ms. Stewart expressed her appreciation for the opportunity to provide trustee representation on this committee. She congratulated the members for their efforts and affirmed the importance of the report at hand for consideration.

Ms. Rappolt provided some background information on the development of the strategic plan for French Immersion in Hamilton which stemmed from the establishment of the Strategic Planning Committee. She explained that a strategic plan is necessary to anticipate and solve the concerns identified, to ensure quality system direction and at the same time

retain flexibility during a period when it would be difficult to predict the occurrences of events. Operational planning is needed to put the set of policies and procedures to work as well as to address the long-range plans for the program.

Ms. Nicholls reviewed the draft French Immersion Strategic Plan Policies and Procedures. She emphasized that the committee attempted to pool the various motions approved at the Board and the previous policies relative to French Immersion and incorporate these with the draft Policies and Procedures. She noted that whenever changes were made with the policies and procedures, the past practices were shown to provide justification and comparison relative to the changes adopted.

Mr. Hill explained thoroughly Appendix J which dealt with the Summary of French Immersion Program Questionnaire. He stated the questionnaire proved to be very useful in double checking the effectiveness of the program, particularly in addressing the various issues which developed.

Mr. D. Gallagher discussed Appendix B on Page 68 which discussed the Criteria for Site Location. He said this will serve as a practical tool for the Superintendents of Schools, particularly in accommodation decisions.

Mr. Rutledge discussed the financial implications of the French Immersion Program.

Ms. Rappolt concluded the presentation with the discussion of the other areas of the report, e.g. the References and Background Materials which included detailed discussion on: the nature of French as a second language and the goals identified; a summary of findings pertaining to the evaluation of the French Immersion Program in Hamilton; the French Immersion programs of some other school boards; and a listing of Ontario Boards with French Immersion.

In response to Mr. Korz' inquiry, all the presentors confirmed a Minority Report was not considered as a difference in opinion was hardly expressed. However, Ms. Rappolt referred to two instances where the possibility of a Minority Report was identified: (a) a committee member requested that a report on the area of Transportation be submitted and (b) Mr. D. Gardiner, a parent/committee member, requested his name be removed from the report and provided his personal reasons.

Ms. Rappolt clarified for Mrs. Hill that the need for a response was reflected in the first recommendation as the officials would like to obtain the trustees' opinion and feedback.

When Mr. Mulholland inquired if the committee was provided a mandate and whether that mandate had been met, Ms. Rappolt stressed this concern was clearly discussed in the report and that the mandate was given through a motion at the Board in December, 1988. However, she acknowledged there were no specific recommendations provided with the report at this time as Board approval for a revised set of policies and procedures for the program is required in order to do this.

In addressing the members' concerns that the report should have been presented first to the trustees prior to the officials' providing their input, Ms. Rappolt clarified that it was her understanding that the Strategic Planning Committee was an administrative committee and that her role was to report to the officials relative to this undertaking. She said the committee completed the task and submitted its recommendations to the officials and to the Accommodation Committee. She felt there was some misinterpretation with the whole process and requested Mr. Rielly to further clarify the situation.

Mr. Rielly confirmed that Ms. Rappolt's interpretation was correct. However, in response to Mrs. Deans' request to provide the trustees access to the full report before it is dealt with in Febuary, 1991, Mr. Rielly assured the members that the officials could provide all the information if it were requested.

Mr. Rutledge clarified for Mrs. Baskin that the rental of Anshe Sholom Temple to accommodate the program at G. R. Allan Elementary School would have happened regardless of the existence of the French Immersion program. He noted that this program was costed out in terms of a relative benchmark and this required arriving at a cost to operate per pupil. He referred the members to Page 75 of the report which provides a detailed discussion on the cost analysis process for this program.

Referring to the decentralization occurring within the system, Ms. Stewart felt that French Immersion is one area where decentralization could work, e.g. the Superintendent of School can assume decision-making responsibility in determining the need for a second French Immersion school.

Ms. Rappolt agreed with Ms. Stewart's views and recalled that it was her understanding at the December, 1989 Development Committee meeting that the intent was that French Immersion would be considered just the same as the other programs in the system and was not to become a highly volatile and political issue. With decentralization, Ms. Rappolt believed that the Superintendent of Schools, in co-ordination with the Principals, could address

the accommodation and transportation issues inherent with the program. She said French Immersion should be given its rightful place as the other programs within the system.

Mr. Stockwell stated that although the Accommodation Committee meets to regulate the accommodation of the various programs in our system, the inter-crossing of boundaries with other areas of the system could pose some problems, e.g. the situation experienced with the trainable retarded students at Sir Winston Churchill Secondary School. He agreed with Ms. Rappolt that the French Immersion program should be dealt with in a similar fashion as the other programs.

Mr. Shewfelt provided further clarification on the definition of cost with respect to the various programs within our system. He pointed out that costing would depend on the costing model adopted, i.e. variable or enterprise costs. He added that a key factor for consideration would be the definition of a program and its comparison with the other programs and other factors. He reminded the members that 80% of costs would come from salaries and wages of staff and, in this area, costing a program is done by averaging the salaries and wages. When various salary grids are considered, costing is done on actual costs to bridge the gap that could result. He added that the built-in fringe benefits could be another factor to consider for program cost estimates.

Mr. Allen, referring to Page 62 of the report, asked if the Board has encountered any situation where senior kindergarten has fallen below the limit of 15 students since the introduction of the program.

Ms. Rappolt responded that there may have been times in the early stages of the program when such a situation occurred. Though a similar case has not been encountered at this time, it was deemed appropriate to address that in the report.

Mr. Mulholland expressed his reluctance in agreeing that French Immersion is comparable with the other programs in the system. Ms. Rappolt clarified that with the exception of transportation, the program should be considered just like the other programs in place.

Mr. Jackson, Research Services Supervisor, clarified for Mr. McWhinnie that caution should be exercised in interpreting the results of the French Immersion comprehension tests discussed on Page 84 (Evaluation of the French Immersion Program in Hamilton) of the report. He then explained further the process of evaluating such results and said that attention should be focused on the type of test being considered.

Mr. Gallagher explained for Mrs. Hill the various opportunities available for the French Immersion students in achieving their goals; key among these are presentations with French speakers, cultural activities, exchanges, trips, etc.

It was the general feeling among the members that a Minority Report could be given consideration before the report is dealt with fully.

Moved by Mrs. Hill:

That the Report re Strategic Planning for French Immersion in Hamilton be tabled until a Minority Report is presented. LOST

Moved by Mrs. Baskin:

That the Report re Strategic Planning for French Immersion in Hamilton be received for information and response.

Referring to a newspaper article about the French Immersion program, Mrs. Baskin expressed her reservation with the participation of lay persons on Board program committees. She added that there is no provision for a Minority Report from lay individuals in the Board's Rules and Regulations. She expressed her disappointment with the accusation of dishonesty among our officials in an article in this evening's newspaper and, considering such action as untoward, she extended her apology to the officials. Mrs. Baskin acknowledged the appropriateness of the usual procedure of Senior Management looking closely at reports prior to presentation before the trustees. She felt that laymen cannot perceive what testing means and its importance to a program, as earlier explained by Mr. Jackson.

Mrs. Clarke commented that there is basically a great deal of disappointment associated with the program, particularly in areas above the escarpment. She said this can be attributed to so many factors, e.g. accommodation growth, equity, availability of program, etc. She noted that it was the operation of the "specifics" that many parents are concerned with. On top of this, communication is a problem and is seen by the public as "delaying tactics" on the part of the Board.

Mr. Hicks expressed his disagreement with some of the members who opposed community input on the program and the mention of "delaying tactics" in addressing the issues. Considering the adverse public reaction on the increased education costs eroding the taxpayers' dollars, he supported

community input for clarifying issues with the Board's public audience. In addressing the public's perception of the Board's "delaying tactics" in dealing with the issues with the French Immersion program, Mr. Hicks thought it should be properly communicated to the constituents that a closer study and planning for all our programs should be made first to ensure effective implementation.

Mrs. Deans commented that the recommendations should give specific timelines and definite costing to provide for effective monitoring of the program. In fairness to Mr. Gardiner, Mrs. Deans stated it should be made clear that Mr. Gardiner did not approach the Hamilton Spectator relative to the article in tonight's paper. She suggested that Mr. Gardiner's letter, along with the other correspondence received by the Board pertaining to the French Immersion Program, be put in the minutes as constituting the Minority Report.

Ms. Rappolt agreed with Mrs. Deans' statements about Mr. Gardiner.

Mr. Korz agreed with the other members that the report should reflect specific recommendations as well as include a minority opinion.

Moved by Mr. Korz:

That the Report re Strategic Planning for French Immersion in Hamilton be referred back to the French Immersion Strategic Planning Committee and that a report be brought back to the Development Committee with specific recommendations, along with the Minority Report.

A lengthy discussion of the referral motion ensued. Ms. Stewart called the question, which was put to a vote and was Carried.

The referral motion was then put to a vote and was CARRIED.

Dr. Johnston expressed his appreciation for the presentation and thanked all the presentors.

At this point, Mrs. Clarke inquired if there were items on tonight's agenda which could be deferred to the January, 1991 Development meeting. It was felt that the Municipal Freedom of Information - Protection of Privacy Act report should be dealt with at tonight's meeting as Bill 49 would take effect 1991 01 01.

Moved by Mrs. Baskin:

That the Development Committee continue to meet past 23:00 hours. CARRIED

The Chairman allowed a 10-minute break prior to resuming the meeting.

When the Development Committee re-convened, Miss Cunningham expressed concern that, due to the lateness of the evening, a quorum for the Special Board scheduled to follow this meeting could be lost.

Moved by Mrs. Deans:

That the Special In-Camera Board be convened at this time to allow for the consideration of an important Report of the Salary Committee. CARRIED.

Following the Special Board meeting, the Development Committee re-convened briefly. Due to the lateness of the hour, the following motion was made:

Moved by Mrs. Bishop:

That a special meeting of the Development Committee be scheduled for Thursday, 1990 12 13, following the Personnel and Organization Committee meeting, for the purpose of dealing with the outstanding items from this Agenda. CARRIED.

The meeting then adjourned.

Read and confirmed,

_____

CHAIRMAN

rt

CHILD CARE

Some thoughts...

Position 1

Children should be at home.

Position 2

Adults should be at work.

FACTS

Facts

- Ministry of Community and Social Services:
  - — gives direct operating grants
  - — start up funds.
- Ministry of Education:
  - — capital funding for the facility.
- Region:
  - — subsidizes approximately 42% of children
- Hamilton Board of Education
  - — child care coordinator
  - — services in kind

We can't afford to...

Position 3

We can't afford not to...

Position 4

December 6, 1990

MINUTES OF THE
NG OF THE DEVELOPMENT COMMITTEE
1990 12 13

Present: Dr. J. Johnston (Chairman); Trustees Clarke, Deans, Kennedy, Korz, Patenaude Barker and Cunningham.

Also Present: Trustees Desmarais, Hill, Lowe, and McWhinnie.

Officials Present:

K. Rielly (Director of Education and Secretary)
A. Stockwell (Associate Director of Education)
P. Shewfelt (Superintendent of Finance and Treasurer)
D. Skidmore (Superintendent of Program)
R. Kawai (Superintendent of Information Management Services)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
G. Rappolt (Assistant Superintendent of Curriculum)
S. Rogers (Assistant to the Secretary)

Dr. Johnston called the meeting to order and requested permission of the Committee members to meet past 23:00 hours.

Moved by Mrs. Clarke: That this Special Meeting of the Development Committee meet past 23:00 hours. Carried.

GENERAL

Update - Program Department Strategic Planning Process

Mr. Skidmore reviewed the Update report with the members and drew particular attention to the list of "Assumptions" on Page 14 and the schematic chart of the planning process on Page 15. He indicated that the report in February will reveal the system's perception of its strengths and the critical issues. He noted that the Special Education Advisory Committee and a Parents' Council have had the same opportunity for input as the various groups within the system.

Mr. Skidmore said that the final report to Senior Management and the Trustees on System Program Priorities will coincide with the budget deliberations and he stressed that the timelines have been deliberately condensed to achieve that goal.

Moved by Mr. Korz: That the report on the Program Strategic Planning Process be received for information.

Mr. Skidmore responded to Mrs. Deans that the "stakeholder" groups are those who are part of the delivery model in the system, i.e. Adjustment Counsellors, Psychological Consultants, Principals' Association, Vice-Principals, schools, etc. He added that this process has included the Hamilton Parent/Teacher Association representing 20+ schools. Input from outside groups that the Board has contacts with on a formal basis will be sought at the "Direction" stage of the process.

Mrs. Clarke expressed concern that "Program" needs to be seen as a positive aspect of the work of the

Board and suggested efforts around public relations are needed.

Mr. Skidmore referred to the previous evening's meeting with Special Education Advisory Committee and the sense of participation in the process that was evident.

Mr. McWhinnie felt the "average" student in the system deserves attention and hoped the process will consider this sector. He requested that when the final Report is brought back that costs are treated as an operational problem and that global figures be included. He gave assurance of his support for program accommodation, personnel accommodation and student assessment but suggested a measuring tool was needed to help deliver better services.

The motion was put to a vote and was Carried.

Municipal Freedom of Information - Protection of Privacy Act

Mr. Kawai presented the Report highlighting the major components which come into effect 1991 01 01. He drew attention to the roles and responsibilities that must be filled by staff and noted the recommendation that the Superintendent of Information Management Services be delegated the responsibilities of Interim Freedom of Information Co-ordinator. This recommendation represents no additional staff but incorporates a review date of October, 1991.

Mr. Dave Kingsley, Methods and Communications Analyst, reviewed Appendix B, Board Policies.

Mr. Stewart questioned whether the process for dealing with an appeal of a denied Freedom of Information request would be costly to this Board and was such a budgeted item.

Mr. Kawai indicated that some money has been budgeted to cover potential legal fees should there be an appeal to the Commissioner's Office. However, he emphasized the preventative strategies, i.e. in-service of staff to understand the legislation and their responsibilities. He clarified that there is provision for a legal penalty of $5,000 within the legislation if an appeal results in a "wilful negligence" determination.

Moved by Mr. Korz: That the following recommendations relative to the Municipal Freedom of Information and Protection of Privacy Act (Bill 49) be approved:

(a) That the Superintendent of Information Management Services be delegated the responsibilities as interim Freedom of Information Co-ordinator (to be reviewed prior to October, 1991).

(b) That the policies related to access to Board records, i.e. General Information of the Board, Personal Information Banks of the Board, Personal Information of the Ontario Student Record (OSR) and Records Retention and Disposition, be implemented effective 1991 01 01.

(c) That the sample format for the Directory of Records and summary of access procedures for Freedom of Information requests be received for information.

Mr. Kawai, in response to Mr. Korz' question, replied that the next Update report to the Development Committee has not been scheduled but a progress report could be presented early in the new year to keep the trustees informed on the number of requests under the Freedom of Information Act. He indicated that if requests are few, there will be no cost implications for this Board; if, however, the Board is inundated with requests, there will be some cost implications.

Mr. Kennedy asked if a request for information at a school would be referred to the Co-ordinator's office, would information be retained on an employee who retires or resigns and is there information that would be accessible to the media after 1991 01 01 that would not have been previously.

Mr. Kawai indicated there are liaison persons in the various schools/departments to consider the requests for information and make the appropriate recommendation. The Co-ordinator role is to register the request and to deal with the concerns or questions raised at the locale. There is a retention schedule being established that will specify the length of time certain information is kept. In response to a question about the information available to the media, Mr. Kawai responded that the Board's openness in the past will mean little change come the first of January.

Mr. Kawai referred to Section 45 of the legislation which stipulates charges and fees can be made under Freedom of Information Management Services, i.e. photocopying, computer print out, manual searching time, preparation of record for disclosure, developing of computer programs to produce the information requested, postage, etc.

In response to Mrs. Deans, Mr. Kawai noted that what is public information is also available to trustees.

Mrs. Deans suggested that concerns around asbestos might warrant information relative to the staff and students who have worked in and attended schools being kept for longer periods of time.

Mrs. Hill requested that the next report compare the difference between handling requests for information under the Freedom of Information legislation and past practice.

The motion was put to a vote and was Carried.

Update - Technological Studies

Ms. Rappolt and Mr. Jim Kerr, Technological Studies Co-ordinator, presented the Update report.

Ms. Rappolt emphasized that Hamilton is unique in terms of leadership in working with the business and industry community and that is something of which this Board can be proud.

Mr. Kerr drew particular attention to Part II (Page 44), Accessing the Renewal Funding, as it relates to school renovations. Mr. Kerr added that copies of the Appendix A referred to on Page 41 are available from his office.

Moved by Mrs. Deans: That the Technological Studies Phase V and Renewal Funding Reports be referred to Budget Review.

Mr. Kerr illustrated how the integrated program of Technological Studies has been developed so as not to create a great deal of anxiety for the teachers in the program.

The motion was put to a vote and was Carried.

January, 1991, meeting of the Development Committee

Dr. Johnston pointed out that the regular meeting date for the Development Committee would be the third of January, 1991.

Moved by Mrs. Clarke: That the January meeting of the Development Committee be held on Thursday, 1991 01 10, prior to the meeting of the Personnel & Organization Committee.

Dr. Johnston announced that, as agreed in consultation with the Chairman of the Board, the Development Committee will meet prior to the Personnel and Organization Committee.

Mr. Korz referred to the rather heavy Agenda of the Development Committee this month and requested that future Agendas be "streamlined".

The motion was put to a vote and was Carried.

Dr. Johnston informed the members that, in view of the lateness of the hour, Information Management Services - Interim Report and the OPSBA Update would be presented at the January, 1991, meeting of the Development Committee.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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